



English Curriculum Intent

At all times we aim to extend our children's use of language and use of more advanced vocabulary. Through using quality texts, we inspire our children to write and learn to understand what they read. We encourage our children to become writers from readers and to enjoy the world of books.

English Curriculum Map 2023 - 2024

Nur	Autumn	Spring	Summer
	<p>Authors in focus: <u>Anna Llenas</u></p> <p><i>Autumn 1 - Marvellous me - We will look at how we are all individuals, focusing on the differences we have and similarities we may share. We will be focusing on how we are all unique and how it is ok to be different.</i></p> <p><i>Autumn 2 - Seasons and Colours - This term we will look at colours to start and we will link this to our new topic of seasons and how the colours of our new season have changed.</i></p> <p><u>Fiction</u></p> <p style="text-align: center;"><u>Autumn 1</u></p> <p><u>The Colour Monster Goes To School/The Colour Monster - Anna Llenas</u></p> <p>The children will talk about the Colour Monster's first day at school and his experiences of uncertainty and shyness on his first day. We will look at different emotions and discuss how every emotion is acceptable in different situations. We will talk about how we have people (teachers and friends) around to support during school. We will talk more about our emotions and what emotions we have. The children will write about the different emotions they have and what causes them to feel like this.</p>	<p>Authors in focus: <u>Eric Carle</u></p> <p><i>Traditional tales - The children will look at the structure of fairy tales/traditional tales and will start to think about the main characters. We will also take part in role play to retell their favourite parts.</i></p> <p><u>Fiction</u></p> <p><u>The Gingerbread man – Alan Mcdonald</u></p> <p>The children will be asked to focus on the characters within the story. How might we describe these characters? We will then take part in a character describing words focus.</p> <p><u>Little red riding hood – Mandy Ross</u></p> <p>The children will discuss the different characters in the book and will make predictions about what they think will happen next at different parts of the story.</p> <p><u>Jack and the beanstalk – Iona Treahy</u></p> <p>This links to our topic of 'growing' at the end of spring term. The children will use the instructions in the book to help create a set of class instructions on how to grow different plants.</p> <p><u>Goldilocks and the three bears – Nicola Baxtor</u></p>	<p>Authors in focus: <u>Lucy M George</u></p> <p><i>Earth & beyond - The children will be exploring planet earth and life beyond the known. We will go on a journey to explore all other planets in the Solar System, learning new words extending our vocabulary along the way.</i></p> <p><u>Fiction</u></p> <p><u>Tree: Seasons Come, Seasons Go - Patricia Hegarty</u></p> <p>We will explore the beauty of the changing seasons, following the life-cycle of a tree through spring, summer, autumn and winter, children will easily learn to recognise the signs of the seasons and rhyming text.</p> <p><u>Love our earth - Jane Cabrera</u></p> <p>The children will explore what Earth has to offer; mountains, rivers, jungles and oceans. The book also explains how we can be "kind" to our earth. Children will learn helpful tips to keep our earth healthy and clean and design their own logos.</p> <p><u>Little Cloud - Eric Carl</u></p> <p>We will encourage the children to think about how clouds move through the sky and change shape, size and colour. We will explore the clouds in the sky and write down any shapes we see. We will also be</p>



A Family is a Family is a Family – Sara O Leary/And Tango Makes Three – Justin Richardson

We will talk about our families and how all families are different. Families can look different and act differently. Explore different family types and children to talk about their families and traditions. The children will write who is in their family.

What I like About Me - Allia Zobel-Nolan

Talk more about our theme, 'Marvellous Me and You.' Share with the children the story and discuss how we all look different and how we all like different things. – Can the children talk about what they like about themselves and write what they like about them.

The Smartest Giant in Town – Julia Donaldson

We read the story and talked about what type of character the giant was. We discussed how he was a kind character and looked at how he helped all his friends in the story. We spoke about different feelings the different characters felt and we matched up emotions from looking at images and explained why we thought they felt like that

Rainbow Fish - Marcus Pfister

Talk about what type of friend Rainbow fish is at the beginning of the book and how she met and compare it to how she feels at the end and has she changed? Talk about the important stages in the story that make her change her personality and emotions. Children to tell me what makes a good friend.

The children will listen to the story and try to spot the rhyming words in the book. We will also discuss the items each child brings and think about what items we would bring in and why they are special to us.

The three Billy goats gruff – Irene yates

The children use the story as inspiration to plan their own 'bridge'. We think about the different ways we could move around and what obstacles we may face. The children will join in with the repeated phrases throughout the story.

Growing up/life cycles – we will be looking at life cycles and how we keep our bodies healthy. This unit also allows us to observe changes over time. We will look back at photographs from the beginning of the school year to the end.

The tiny seed – Eric Carle

The children will be exploring the life cycle of a plant. We will use our instructions that we created to grow our very own plants.

The very hungry caterpillar – Eric Carle

The children talk about the life cycle of a butterfly and use the story to help sequence the story and retell it when asked.

The day you begin - Jacqueline Woodson

Whilst reading this book we will explore the lyrical text that is used and vibrant images. We will start to celebrate our differences as they become more known as we grow as individuals.

The growing story – Ruth Krauss

We will be examining the illustrations within the book and collectively working together to see if we can retell the story using just the images. We will discuss how the illustrations can help to bring the

improving our fine motor skills by forming shapes in shaving foam.

Elmer and the Rainbow- David McKee

The children will explore the front cover, what do they already know about Elmer? The children's ideas will be scribed. The children will be asked to predict from the front cover what the story might be about or what might happen. After reading the story, the children will be asked to think back to what Elmer says, "Thunder and Lightning is exciting." How do the children feel about thunder and lightning? Could they think of some words and phrases to describe the thunderstorm?

How to catch a star - Oliver Jeffers

We will be developing our understanding of the elements of stories, such as main characters, sequence of events and openings. We will pause occasionally to discuss the story.

People who help us - At the start of the unit children will look at different non-fictional books that show a range of jobs of people who help us. The children will think about what job they would like in the future. We will end the unit by focusing on the summer season.

Doctor - Lucy M. George

The children will think about the characters, setting and events that happen in the story. The children will predict what will happen at the Dentist. The children will then tell me about their experience of the dentist and tell me how they felt and what happened.

Fire fighter - Lucy M. George

The children will learn about what happens at a fire station and how fire fighters help us. The children will then share ideas on some speech the firefighters my



Autumn 2

We're Going on a Bear Hunt - Michael Rosen

Talk about the different conditions the family travel through during their bear hunt and describe how the environment is. The children will re-sequence the story and do this through role play.

Little Raindrop/Little Acorn/Little Pumpkin/Little Snowflake - Igloo Books

Linking to our seasonal changes, we will look and talk about the natural surroundings.

Stickman - Julia Donaldson

Read 'Stickman' to the children and get them to talk about the different seasons they see during the story. What noticeable changes in the environment do we see during each season? How does the environment change? Does any of it stay the same? Children will also sequence the story of stickman.

Non-Fiction

Books about Autumn, Harvest, Bonfire Night, Diwali and Winter will be found in different areas of the classroom.

book to life. The children will explore that the story celebrates those little changes that tell us we're growing up! It also explores the seasons spring/summer linking to next terms focus.

What Makes Me A Me? - Ben Faulks

The children will use the moral of the story to create their very own stars where they can write, draw or stick pictures to highlight all the things that make them special. The stars will be displayed in the classroom to remind themselves daily of how special they are.

Non-Fiction

Books about Chinese New Year, Spring, Easter, growth and life cycles will be found in different areas of the classroom.

use during a fire. We will write some of the keywords down.

Police officers - Lucy M. George

The children will discover what its really like to be a police officer and what the responsibilities of being in the police force are.

A superhero like you - Janet Morris

Collectively we will read and work together to match job skill cards to the correct job roles. The children will think about what job they would like in the future.

Introduction to summer

At the Beach - Ronald Harvey

After reading the story the children will create their own postcards of their favourite holidays and share them with the class.

Maisy Goes on Holiday - Lucy Cousins

The children will use the book to choose and create their own stories and scenarios. What might they take on holiday? How will they get there? What will they do whilst they're there? The children will sequence their stories and draw pictures to match what they have created.

Non-Fiction

Books about people who help us, summer, the seaside, Oceans, Weather and Holidays will be found in different areas of the classroom.



Rec	Autumn	Spring	Summer
	<p>Author in focus: Julia Donaldson</p> <p><u>Everywhere Bear – Julia Donaldson</u> Key Concepts: Community, Inclusion, Diversity The children discuss the adventure the bear goes on and how he must be feeling going to each place. They discuss how all of the children in the book are friends with the bear and how this can help him feel better when going to new places. The children are then introduced to their class bear and we talk about all the fun they will have with him.</p> <p><u>All Are Welcome</u> Key Concepts: Inclusion, Diversity, Equality During our All About Me topic the children look at diversity in this book, we talk about how everybody is different, people are born all around the world and have different hair colours and ethnicities but how we are all very special. We talk about our similarities and differences.</p> <p><u>Here we are – Oliver Jeffers</u> Key Concepts: Community, Society This links to the 'Our World' part of the topic 'All About Me'. The children will think about the world they live in, we will think of questions that we want answering before reading the book to find the answer.</p> <p><u>Poetry – Poems to Perform – Julia Donaldson</u> Linking to our author in focus, the children will become familiar with a range of classic poetry from poets such as Edward Lear to contemporary pieces by Michael Rosen. We will use role play and actions to bring the poetry to life.</p> <p><u>Handa's Surprise – Eileen Browne</u></p>	<p>Author in focus: Rob Biddulph</p> <p><u>How to grow a dinosaur – Caryl Hart</u> Key Concepts: Ecology This links to our topic of 'Growing'. The children use the instructions in the book to help us create our own set of instructions on how to grow different plants.</p> <p><u>The Very Hungry Caterpillar – Eric Carle</u> Key Concepts: Variation, Sustainability Linking to our 'Growing' topic, the children talk about the life cycle of a butterfly and use the story to help sequence the story and retell it when asked.</p> <p><u>What the Ladybird Heard – Julia Donaldson</u> We will be using this book to explore rhyme, trying to spot the rhyming couplets throughout the book. The children will then be thinking of their own rhyming words and playing games such as 'Silly Soup' to solidify their knowledge.</p> <p><u>Lost and Found</u> Key Concepts: Inclusion, Ecology During our Winter topic, the children will compare the environments the main characters live in. They will explore the friendship in the book and think about why the characters can't live together in the same place. In small groups we will write a shared letter to the penguin from the boy.</p> <p><u>Poetry – Book of Nature Poetry - National Geographic</u> Key Concepts: Ecology, Sustainability, Variation. Linking to our two topics for Spring, we will be using this book throughout to look at key features of poems and trying to create our own poetry together in small groups.</p>	<p>Author in focus: Nick Sharratt</p> <p><u>Selection of traditional tales/fairy tales</u> Key Concepts: Chronology The children will look at the structure of fairy tales/traditional tales and will start to recognise that the stories have a beginning, middle and end to the story. They will start to think about the main characters in the story and use role play to retell their favourite parts.</p> <p><u>Journey – Aaron Becker</u> Key Concepts: Chronology, Ambition The children will use this book in our topic 'Journeys'. The children will create their own stories to match the pictures of the wordless book based on their own ideas.</p> <p><u>Commotion in the Ocean – Giles Andrea</u> Linking with our topic 'Sea, Shells & Sunshine', the children will be exploring the sea creatures within the story and create their own information page about a sea creature of their choosing, then set out in the same style as the story.</p> <p><u>Poetry – Rhymes from Around the World</u> Key Concepts: Society, Democracy, Variation Linking to our two topics for Summer, we will be using this book throughout to look at poems and rhymes from different countries around the world. Looking at the different languages and the variation on poems other cultures listen to.</p> <p><u>A Ticket Around the World – Natalia Diaz</u></p>



Key Concepts: Inclusion, Diversity, Society

The children look at the importance of friendship and what we can do to show we care to people in our lives. It also looks at another culture different to ours and we talk about how it is different.

You Choose: Your Dreams – Pippa Goodhart & Nick Sharratt

Key Concepts: Equality, Significant, Ambition

The children will use the book as part of our 'When I Grow Up' topic. They will be choosing and creating their own stories and thinking about their goals and aspirations for the future, taking inspiration from the different characters in the book.

Little Leaders: Exceptional Men/Women in Black History – Vashti Harrison

Key Concepts: Diversity, Inclusion, Equality, Significant, Justice

Our 'When I Grow Up' topic links in with Black History Month, the children will be reading the two books and learning more about the role models and influential people who have helped to make a difference.

Stick Man – Julia Donaldson

Key Concepts: Community

The children think about the stick man and how he must feel when he is away from his family tree. We explore the change in season in the book to look at how winter differs from Autumn and we talk about Christmas and our own family traditions at Christmas time. Some children will also begin to understand the humour in the story.

Shine – Sarah Asuquo

Key Concepts: Diversity, Community

Linking to our topic 'Adventures Above and Below the Clouds', the children will be discussing 'space', we will think about the key message in the book that everyone is unique, and just because people are different, everyone is important. We will think about our unique qualities and that of the people closest to us.

Storm Whale – Benji Davies

Key Concepts: Sustainability, Ecology, Erosion

This book links to our topic 'Adventures Above and Below the Clouds', we will use the story to create a literacy working wall, write sentences about the story and answer questions about the story. We will think about the emotions of the main character throughout the different stages of the book and relate that to our own feelings.

Shark in the Dark – Nick Sharratt

Key Concepts: Variation, Ecology, Sustainability

The children will use the story to think about different sea creatures and their habitats. They will use the clues in the book to guess what has been spotted through each hole in the page. This is linking to our topic of 'Adventures Above and Below the Clouds'.

The Great Balloon Hullabaloo – Peter Bently

Key Concepts: Development, Structure, Variation, Sustainability

This is linking to our topic of 'Above and Below the Clouds' and links in with our next topic of 'Journeys'. The children will discuss the story and think about the hot air balloon in outer space, then will look at different modes of transport and will discuss the

Key Concepts: Society, Democracy, Authority, Chronology.

The children will explore this book and look at the countries around the world – they will think of questions that they want to know about the different countries that the character in the book visits then use it to find the answers. We will compare the similarities and differences of each country to the one we live in.

Ruby's Worry – Tom Percival

Key Concepts: Equality, Diversity, Inclusion.

As the children prepare to leave reception and transition to Y1, we will use this story to explore our feelings; mainly our worries about moving to the next year. The children will write down their worries and create worry dolls to help them on their journey to Y1.



		places they would go to if they were in a hot air balloon.	
Non Fiction Texts	Books about Autumn, Harvest, Bonfire Night, Diwali, Inspirational Figures, Black History and Winter will be found in different areas of the classroom.	Books about Chinese New Year, Spring, Growing, Life Cycles, Animals, Space, Oceans, Sea Creatures and their habitats, and Easter will be found in different areas of the classroom.	Books about Summer, the Seaside, Journeys, Different modes of transport, Weather and Holidays will be found in different areas of the classroom.



Year 1	Autumn	Spring	Summer
	<p><u>Author in Focus - Steve Antony</u></p> <p><u>Fiction Unit Guess What?</u></p> <p>Key concepts – Community</p> <p>Required texts: Class Two at the Zoo by Julia Jarman. Who's Our New Teacher? by Jeanne Willis Aaaarrghh, Spider! by Lydia Monks</p> <p>Description: The children predict how the different stories will end, and then retell them in their own words. They focus on characters and ask questions about them, and they link the characters' experiences to their own using drama and role-play. They then decide which story they liked most and give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, and go on to write their own compositions diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell and write 'My Hedgehog Story' and then review and evaluate it with their peers.</p> <p>Grammar focus: 1. Introducing sentences 2. Sentence structure 3. Introducing punctuation (full stops and capital letters)</p> <p><u>Non-fiction Unit Meerkats</u></p>	<p><u>Author in Focus - Michael Rosen</u></p> <p><u>Fiction Unit Big Bad Owl</u></p> <p>Key concepts – Perspective</p> <p>Required text: Big Bad Owl by Steve Smallman</p> <p>Description: Children explore the big question: Is it okay to be grumpy sometimes? They discuss the significance of the title and events. Become very familiar with key stories, retell them, consider their particular characteristics and predict what happens next. They write a character description, setting description, write a play script, edit and evaluate.</p> <p>Grammar focus: 1. Say out loud what they are going to write about. 2. Compose a sentence orally before writing it. 3. Sequence sentences to form short narratives. 4. Re-read what they have written to check that it makes sense.</p> <p><u>Fiction Unit: Dave's Cave</u></p> <p>Key concepts – Perspective</p> <p>Required texts: Dave's Cave by Frann Preston-Gannon</p>	<p><u>Author in Focus - Andy Cutbill</u></p> <p><u>Fiction Unit Boy Who Cried Ninja</u></p> <p>Key concepts – Perspective characteristic Virtue Justice</p> <p>Required text: Boy Who Cried Ninja by Alex Latimer</p> <p>Description: Children explore the big question: Is it ever okay to tell a lie? Then predict what might happen on the basis of what has been read so far. Discuss the significance of the title and events and write a thank you letter to Tim.</p> <p>Grammar focus: 1. Say out loud what they are going to write about. 2. Compose a sentence orally before writing it. 3. Sequence sentences to form short narratives. 4. Re-read what they have written to check that it makes sense.</p> <p><u>Non-fiction Unit Why Do Elephants Have Big Ears?</u></p> <p>Key concepts - Characteristics Environment Dependence</p>



Key concepts –
Ecology
Characteristics
Environment
Dependence

Required texts:

Meerkats Usborne Beginners by James Maclaine
Meerkats National Geographic Kids by
Laura Marsh

Description:

Children explore the big question: Why do Meerkats like to snuggle? They read the books, finding information and learning how to write labels, captions and write a report. They answer the big question, planning and writing their own reports based on a model.

Grammar focus:

1. Sequencing sentences and using 'and'
2. Sentence structure

Fiction Unit: The Queen's Hat

Key concepts –
Monarchy
Authority

Required texts: The Queen's Hat, The Queen's Handbag, The Queen's Present by Steve Antony.

Description:

The children read the stories together and predict what might happen based on what they know. They will develop an understanding of the

Description:

Children explore the big question: Does Dave ever find happiness? They discuss the significance of the title and events. They focus on the characters feelings and ask questions on the basis of what they see. They predict using describing words, compare characters feelings, set the scene for a diary entry and begin to write a diary entry.

Grammar focus:

1. Sequence sentences to form short narratives.
2. Re-read what they have written to check that it makes sense.
3. Introducing exclamation makes.

Fiction Unit: Manfred the Baddie

Key concepts - Authority, justice, invasion, dictatorship, characteristic, perspective, cause and effect, virtue.

Manfred the Baddie by John Fardell

Children explore the big question: Is it ever ok to steal? They discuss the significance of the title. They will explore their understanding of a baddie character in a story and understand their motivations. They will explore the thoughts and feelings of characters in a story. The children will make inferences and predictions based on reading and justify opinions about the reading. They will take part in a simple debate. Children

Required texts:

Why Do Elephants Have Big Ears? eBook

Description:

Children explore the big question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to write labels, captions and write a report. They answer the big question, planning and writing their own reports based on a model.

Grammar focus:

1. Sequencing sentences and using 'and'
2. Using the prefix 'un-'

Poetry Unit Growing Up

Key concepts –
Perspective
Ambition
Characteristics

Required texts:

The End by A. A. Milne
My Brother's Teddy by Marian Swinger
Don't Tell! by Irene Yates
Peasy! by Brian Moses
If I Were a Hawk by Clare Bevan
My Brother's Teddy by Marian Swinger

Description:

Children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry



plot, sequence what happens in the story and discuss and analyse the language.

The Queen's Hat - They will recount the events in the form of a diary (Queen/ Queen's men, horses, corgi or the wind). The children discuss where the Queen's Hat might go in the school community.

The Queen's Handbag - The children will make inferences based on the plot and they will explore the author's choice of verbs. They will explore the character of the 'sneaky swan' through role play.

The children will write their own story in the style of Steve Antony about the Queen losing her hat in St Helens.

The Queen's Present - The children will predict what may happen based on what they already know about Steve Antony as an author and make inferences based on the plot.

Grammar focus:

1. Sentence structure
2. Punctuation (full stops and capital letters)

will link what they read or hear to their own experiences.

They will also consider the questions:
How can we help people to feel better when they are ill? Can people change their behaviour?
Children will consider and evaluate different viewpoints.

Children will write Manfred a 'get well' message. They will plan and write a set of instructions for making a sandwich and create a baddie and goodie character of their own. They will plan and write the beginning, middle and end of their own version of the story.

Grammar Focus:

Sentence structure

Leave sentences between words

Join words using and and because

Use capital letters accurately

Punctuation - Using full stops and question marks.

Poetry Unit Sensational Senses

Key concepts -
Cause and Effect

Required texts:

Wind Ways by Judith Nicholls

When the Wind Blows (1& 2) by John Foster

The Mud-pie Makers' Rhyme by Janet Paisley

Sounds Good! by Judith Nicholls

On the Playground by Wes Magee

and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.

Grammar focus:

1. Use 'because' to link two simple sentences



Description:

The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel – linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group.

Grammar focus:

1. Question marks
2. Introducing exclamation marks (Starters)
3. Full stops and capital letters



Year	Autumn	Spring	Summer
2	<p><u>Author in Focus - Drew Daywelt</u> <u>Fiction - Traditional Fairy Tales</u> (6 weeks) Key concepts - Justice Community</p> <p>Required Texts: Little Red Riding Hood (BBC home learning) The Wolf's Story Little Red Very Little Red Riding Hood The Good Little Wolf Mixed up fairy tales A range of traditional fairy tales. Fairy tale poem</p> <p>Description: Children will listen to, discuss and express views about a range of traditional fairy tales. They will sequence events and become familiar with the structure and characteristics of fairy tale stories. Children will listen to alternative versions of fairy tale stories, both traditional and modern. Writing opportunities will include a retelling of Little Red Riding Hood, a wanted poster for the big bad wolf, a letter from the wolf defending his actions, a setting description and their own story based on the book 'Mixed-up Fairy Tales'.</p> <p><u>Potion Commotion and Bonfire poetry</u> (2 weeks) Key concepts -</p>	<p><u>Author in Focus - Emily Gravett</u> <u>Fiction - Lizzie and the Birds</u></p> <p>Key concepts - Community Variation Cause and consequence</p> <p>Required texts: Lizzie and the Birds - Dawn Robertson</p> <p>Description: Children will write different descriptions of their bird of choice. They will experiment with adventurous vocabulary and make choices about effective verbs to use. Children will write a newspaper article about the day the tornado hit, including features of the text and other grammatical features we are working on this term.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use adverbs in own writing 2. The present and past tenses correctly and consistently including the progressive form (starter) 3. Subordination (when, if, that, because) and co-ordination (or, and, but) 4. Exclamation sentences 5. Prepositions 6. Contractions 	<p><u>Author in Focus - Kate Pankhurst</u> <u>Fiction - Bee and Me</u> Key concepts - Ecology Environment Defence</p> <p>Required Texts: The Bee and Me by Alison Jay</p> <p>Children will explore this book which has no words allowing them to create the narrative. They will explore 4 types of sentence and experiment with tense. Children write their own extended stories, concluding by performing their writing to a younger child. Children will have the opportunity to write a character description. Persuasive poster Narrative</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Compare a variety of forms of questions 2. Explore the difference between questions, statements and commands. 3. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses. <p><u>Fiction - Pretty</u> Key concepts - Prejudice Characteristics</p>



Significant

Description:

The children will explore the book and a range of poems about bonfire night. The book is written in verse and exposes the children to different structures. They will work towards writing their own poem at the end of the 2 weeks.

Fiction - The Day the Crayons Quit (4 weeks)

Key concepts –
Cause and consequence
Dictatorship
Equality
Justice

Required texts:

The Day the Crayons Quiz by Drew Daywelt

Description:

We will explore each colour and their argument. Answering comprehension style questions. The children will work towards writing a persuasive letter to their owner to set out why they quit and what they want their working conditions to be now going forward.

The children will write a final narrative piece. Replicating the style of the book but changing the crayons to a different classroom object.

Grammar focus:

Environmental Responsibility

Key concepts –
Environment
Virtue
Ecology
Cause and consequence
Ambition

Required Texts:

Tidy by Emily Gravett
Clean Up by Dapo Adeola

Description:

Children will first explore 'Tidy' by Emily Gravett which explores how one badger tidies up the forest. We will explore the question, 'What is the problem with sweeping up leaves?' and the children will write as an insect asking politely for their home back.

We will think about ways that we could look after our local area and write a non – chronological report about how other could do this too.

The class will carry out some research on Orangutans, lemurs and amur leopards and then write a report on how one of these animals has lost their habitat. Finally the children will write a narrative piece which is from the perspective of a turtle as if someone had drained the water

Required Texts -
Pretty by Canizales

Description:

When a witch is invited on a date with troll children listen to how the animals change her appearance on the way. The children can then choose whether to write a character description of the witch before or after the transformation. They also write instructions for disgusting sandwiches that could have been eaten on the date. The children have chance to make outside. Children then write instructions. The date doesn't go well as the witch has changed so much. The children then write an email to the troll to explain how and why she has changed.

Grammar focus:

1. Revisit areas across KS1 ready for transition into KS2

Non Fiction - Great Woman who changed the world

Key concepts –
Significance
Equality
Prejudice

Required texts:

Fantastically Great Women Who Changed the World by Kate Pankhurst
Fantastically Great Women Who Made History by Kate Pankhurst

Description:



1. Punctuating sentences using capital letters, full stops, question marks (starters).
2. Use capital letters for names of people, places, the days of the week and the personal pronoun 'I'
3. Sequence sentences to form short narratives
4. Expanded Noun Phrases (adjectives)
5. Exclamatory sentences

from the sea. This provides a lovely link to our next book, 'Clean up' by Dapo Adeola. Children will explore the topic of pollution in the ocean writing a letter to the people asking for their help in cleaning up the beach. They will write an interview comprising of questions that they would ask Rocket – the protagonist and the leader of the change made at the beach. The children will also write 2 postcards from an animals perspective – one before the beach was cleaned up and one after

Grammar focus:

1. Autumn Grammar ongoing
2. Expanded noun phrases and adverbs
3. Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Children will write about three women of our time choosing from women such as Rosa Parks, Coco Chanel and Florence Nightingale. They will write down the information they find out about each of the women and then construct a Non chronological report about the different women with the title: Great women who changed the world.

Grammar focus:

1. Understand and begin to use the apostrophe for possession.
2. Identify the different word classes and their use in context (eg nouns, verbs, pronouns, adverbs and adjectives)



Year	Autumn	Spring	Summer
3	<p><u>Author in Focus – David Litchfield</u> <u>Fiction - The Bear and the Piano</u></p> <p>Key Concepts – ambition, migrate, development</p> <p>Required Text: The Bear and the Piano by David Litchfield</p> <p>Description: This unit is based on David Litchfield's heart-warming story The Bear and the Piano. The learning journey will develop pupils' understanding of the story – its characters, themes and language. Pupils make connections between the characters and themes on a personal level with the bear, to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the text, with pupils taught to apply what they have learned in their own writing around such themes as home, friendship, perseverance and fame. The unit culminates in a final piece of writing where pupils apply all that they have learned to produce a new adventure story of their own.</p> <p>Grammar Focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'</p>	<p><u>Author in Focus - Carlo Collodi</u> <u>Non-fiction – Escape from Pompeii</u></p> <p>Key Concepts – cause and consequence, civilization, community, society, significant</p> <p>Required texts: <i>Escape from Pompeii</i> by Christina Balit.</p> <p>Description: Children begin by exploring a range of artefacts to try to determine the events that have taken place. They move on to re-enacting an everyday scene from the city of Pompeii before writing a setting description. Children will explore the main characters, including how their feelings change through the story, and will write letters of advice to help save them from the eruption. Through collecting banks of powerful vocabulary, children will write a vivid description of the eruption of Mount Vesuvius. In the final part of the sequence, children will become journalists and write a newspaper article to report on the eruption, including quotes from survivors in the town.</p> <p>Grammar focus: 1. Conjunctions /adverbs /prepositions 2. Paragraphs 3. Punctuate direct speech 4. Noun phrases expanded/ adjectives, nouns and preposition phrases 4. Fronted adverbials</p>	<p><u>Author in Focus - Anne Fine</u> <u>Fiction - Mary Poppins</u></p> <p>Key Concepts – cause and consequence, independence, society, equality</p> <p>Required Text: Mary Poppins by P.L. Travers</p> <p>Description: This unit is based on P. L. Travers's classic story Mary Poppins. The unit explores the story of the magical nanny and her host family. Throughout the unit, pupils will read, analyse, discuss, debate and base writing tasks around the well-loved character Mary Poppins. Children will explore the motion picture too. Through discussion, children will make comparisons between both the book and the film. Children will write in the style of P. L. Travers, giving careful consideration to vocabulary choices, sentence structure and cohesive devices. The unit is an opportunity for children to explore a children's classic, which challenges current views on families, parenting and lifestyle.</p> <p>Grammar Focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 2. Use words with suffixes, use adverbs and proper nouns</p>



2. Use conjunctions, adverbs and prepositions to express time and cause
3. Use expanded noun phrases for description and specification
4. Use the present perfect form of verbs in contrast to simple past tense
5. Indicate possession by using the possessive apostrophe with plural nouns
6. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
7. Use commas after fronted adverbials
8. Use and punctuate direct speech

Fiction - Storm

Key Concepts – perspective, community, faith

Required texts:

Storm by Kevin Crossley Holland

Description:

The children listen to the story and predict what may happen at various points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. The writing tasks involve planning and writing a description of setting and planning and writing a conversation using direct speech and correct punctuation.

Grammar focus:

1. Punctuating direct speech
2. Nouns, adjectives

Fiction - The Velveteen Rabbit by Margery Williams

Key Concepts – equality, development, cause and consequence

Required Text:

The Velveteen Rabbit by Margery Williams

Description:

This unit is a study of the children's classic, The Velveteen Rabbit by Margery Williams, written in 1920. This sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension and meaningful writing, for a range of forms, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, with children exploring the effect these might have on readers.

The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of writing, where the children apply all that they have learned about this story to create an original story of their own, drawing on the writing style of Margery Williams, and language and sentence structures from the 1920s. This story will give the children an opportunity to write in a very formal style.

3. Choose nouns or pronouns appropriately or clarity and cohesion and to avoid repetition
4. Use and punctuate direct speech



3. Expanded noun phrases.

Fiction/Poetry - Coming Home

Key Concepts – liberty, environment, migrate

Required texts:

Coming Home by Michael Morpurgo

Description:

Children listen to the story and make predictions. They will focus on the writing style and how the author captures the point of view of the main character. They will write from the character's perspective attempting to emulate the very stylistic style of writing. Children read a range of poems based on abstract nouns and character poems based on birds. Children then use their knowledge of robins from Coming Home to write their own character poem about robins

Grammar focus:

1. Commas for lists
2. Exclamation marks
3. Short sentences

Grammar Focus:

1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
2. Use conjunctions, adverbs and prepositions to express time and cause
3. Use commas after fronted adverbials
4. Indicate possession by using the possessive apostrophe with plural nouns
5. Use and punctuate direct speech
6. Use the present perfect form of verbs in contrast to the past tense



Year	Autumn	Spring	Summer
4	<p><u>Author in Focus - Philip Pullman</u> <u>Fiction - The Iron Man by Ted Hughes</u></p> <p>Key Concepts - civilisation – invasion – structure</p> <p>Description: This is a four-week planning sequence using The Iron Man by Ted Hughes and illustrated by Laura Carlin in which children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news article, narrative including speech and an astronomer's log.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. understand, and use, nouns, verbs, adjectives, pronouns, conjunctions, adverbs and prepositions appropriately 2. recognise and use collective nouns appropriately 3. use a wide range of punctuation accurately and consistently (eg. question marks, exclamation marks, commas in lists, inverted commas) <p><u>Title of unit: The Firework Makers Daughter</u> <u>Key Concepts – Equality – Energy – Dependence -Faith</u></p> <p>Required texts:</p>	<p><u>Author in Focus – Bao Phi</u></p> <p><u>Fiction – Varmints by Helen Ward</u> <u>Key Concepts – Invasion – Cause and Consequence – Ecology – Sustainability – Liberty</u></p> <p>Description: Using the film and text of Varmints by Helen Ward and Marc Craste, in which children explore the settings and themes, writing a retelling of the story from the main character's point of view and sharing their thoughts and opinions about the story. The same text is then used to draw out the process and lifecycle of growing plants. Children use this as a starting point to create a lifecycle flow diagram, charting the changes that take place as a plant grows and what is needed to nurture it in order to give guidance to the next generation of 'varmint' on how to look after plants.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. commas and other punctuation use fronted adverbials followed by commas 2. use conjunctions, adverbs or prepositions to express time, place and cause 	<p><u>Author in Focus –Polly Ho-Yen</u> <u>The Sea</u> <u>Key Texts – The Storm Whale</u> <u>Key Concepts</u></p> <p>Description: In this unit children will use the creatures of the sea as their stimulus. They will complete a Non-Chronological report on Anglerfish, followed by a creature of their own choice using research across media to find their information. They will then use the text 'Storm Whale' to provide an argument whether animals should be kept in captivity or not.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. recognise the difference between a clause and a phrase and use both appropriately 2. use expanded noun phrases with modifying adjectives and prepositional phrases <p><u>Fiction/Non Fiction – Journey to Jo'burg</u> <u>Key Concepts- Liberty – Equality – Democracy – Prejudice</u></p> <p>Description: Using the text as a stimulus, children investigate apartheid. They will look at the history of slavery and its implications across the globe focusing on the troubles in South Africa and apartheid. They will learn about the role Nelson Mandela had in the ending of apartheid and how South Africa continues to recover.</p>



The Firework Makers Daughter – Philip Pullman

Description:

This term the children will be studying the novel 'The Firework Makers Daughter.'

Children will follow Lila's adventure looking in detail at the author's use of character. Writing will include letter writing including instructions, a missing chapter in the style of the author, and use of internal monologue.

Grammar focus:

- 1 use a wider range of conjunctions to extend a range of sentences with more than one clause
2. identify main and subordinate clauses accurately and consistently
3. use powerful verbs to describe
- 4 punctuate direct speech using inverted

Grammar focus:

1. punctuate direct speech using inverted commas and other punctuation
2. use fronted adverbials followed by commas

Title of unit: Journey to Jo'burg

Required texts: *Nothing's changed by Tatamkhulu Afrika*

Description: using the above poem as stimulus, children write their own poem. 'Things have changed' focusing on what they have learned throughout the topic and what how the children would like to see their world change.



Year 5	Autumn	Spring	Summer
	<p><u>Author in Focus - Tony Bradman</u> <u>Fiction - Stories from other cultures</u> <u>Oranges in No Man's Land</u> <u>(6 weeks)</u> <u>Key Concepts: liberty, migration</u></p> <p>Required texts: Oranges in No Man's Land, Elizabeth Laird The Boy at the Back of the Class, Onjali Rauf The journey, Francesca Sanna</p> <p>Description: In this unit, the children explore a fictional story set in Lebanon. They continue to develop positive attitudes towards reading and comprehension of what they read through discussion with others. The children are taught to identify and discuss themes and conventions and make comparisons within the book and with other books they may have knowledge of. Children are encouraged to show understanding of the text by checking the text makes sense to them, discussing their understanding and exploring the meaning of words in context. In the autumn term, the children pay particular attention to being able to ask and answer literal questions. The children will use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view. Paying attention to new vocabulary, its meaning and pronunciation.</p>	<p><u>Author in Focus - Elizabeth Laird</u> <u>Poetry</u> <u>The Highway Man</u> <u>Key Concepts: justice, perspective</u></p> <p>Required texts: The Highway Man By Alfred Noyes</p> <p>Description: In this unit, the children explore the narrative poem, The Highway Man. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.</p> <p>Grammar focus: 1. Relative pronouns including omitted relative pronouns 2. Indicating degrees of possibility using adverbs or modal verbs 3. Word classes 4. Parenthesis (brackets, dashes and commas)</p> <p>Writing Focus: 1. Poem 2. Monologue (Bess) 3. First person account (narrative)</p>	<p><u>Author in Focus - Katherine Rundell</u> <u>Rainforest</u> <u>Non - fiction - Persuasive texts on the Rainforest</u> <u>Key Concepts: environment, development, structure, ecology, sustainability</u></p> <p>Required texts: The Explorer, Katherine Rundell Into the Jungle, Katherine Rundell</p> <p>Description: The children will develop their comprehension skills using inference and word meaning to understand the characters in the story. They will discuss the genre of the text and Katherine Rundell's style before trying to emulate it and build suspense and excitement. The children will write a poem using descriptive language and figurative language which they will perform to an audience.</p> <p>Writing Focus: 1. Story opening 2. Suspense paragraph 3. Poem</p> <p><u>Non - fiction - Persuasive texts on the Rainforest</u> <u>Key Concepts: environment, development, structure, ecology, sustainability</u></p>



Grammar focus:

1. Join words and join clauses using coordination (compound sentences)
2. Join words and join clauses using subordination (complex sentences)
3. Punctuate sentences using capital letters and a full stop, question mark or exclamation mark (including four sentence types) and use a capital letter for names of people, places, the days of the week and the personal pronoun I.
4. Determiners, adjectives and expanded noun phrases.
5. Accuracy with tenses.
6. Direct speech
7. Verbs, adverbs and prepositions
8. Fronted adverbials

Writing Focus:

1. Diary as main character (recount)
2. Newspaper report (recount)
3. Setting description (narrative)
4. Continue a story in the style of an author (narrative)
5. Story from two different character's point of view (narrative)

Fiction - Historical Texts

A Christmas Carol

3 weeks

Key Concepts: society, equality

Required texts: A Christmas Carol By Charles Dickens.

Fiction – Spooky Suspense

Room 13

(8 weeks)

Key Concepts: characteristics

Required texts: Room 13, Robert Swindells

Description:

The children look at a range of front covers for the text and a number of given clues and make predictions about the text and which genre of story it is. The children then compare the feelings of the main character in a number of different chapters. They draw inferences such as based on the characters' feelings, thoughts and motives for their actions and they justify their opinions with evidence from the text. The children analyse Robert Swindell's style of writing and consider the impact on the reader. The children use the knowledge they have gained to write a diary entry in the role of Fliss, the missing chapter to the book and a character description of the mystery occupant of room 13!

Grammar focus:

1. modal verbs,
2. cohesion to link ideas across paragraphs using adverbials of time and place, parenthesis.

Writing focus:

1. Setting description (horror)
2. Chapter 13

Monologue

Required texts:

A range of non-fiction texts related to the rainforest

There's a Rang-tan in My Bedroom, James Sellick

Description:

In this unit the children will learn about the rainforest and the importance this holds to the world. They will read non-fiction texts about the rainforest and its inhabitants. They will answer questions making sure they include enough relevant information. They will use all that they have learnt to write a persuasive letter making sure the rainforest is not cut down and saved for many years to come. Within the letter they will use persuasive techniques and formal language.

Grammar focus:

1. Contracted Form
2. Apostrophe for possession
3. Commas (all uses)
4. Formal Language (organisational features, no use of contracted form)
5. Persuasive openers

Writing Focus:

1. Survival guide
2. Non-chronological report
3. Persuasive letter



	<p>Description: The children will explore this classic tale looking at the characters and setting used. This text will be used to comprehend from. They will focus on the character of Scrooge and how the author makes the reader dislike him. There is a fiction focus first where the children describe the character and then move onto study what Victorian London is like. To help with this study the children will also look at the story of Oliver Twist as this setting is similar.</p> <p>Grammar:</p> <ol style="list-style-type: none"> 1. Conjunctions 2. Parenthesis (brackets, dashes and commas) 3. Word classes <p>Writing Focus:</p> <ol style="list-style-type: none"> 1. Character description of Scrooge (narrative) 2. Factual report based on Victorian London (report) 		
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Year	Autumn	Spring	Summer
6	<p><u>Author in Focus – Michael Morpurgo</u></p> <p><u>Non Fiction - Titanic</u></p> <p>Key concepts: Cause and consequence Society Equality</p> <p>Required texts: The unsinkable Titanic by Andrew Donkin The unsinkable Titanic by Redvers Brandling</p>	<p><u>Author in Focus – R J Palacio</u></p> <p><u>Title of unit: What would you do to follow something you believe in?</u></p> <p>Key concepts: Liberty Justice Equality Society Democracy Migration</p>	<p><u>Author in Focus - Malorie Blackman</u></p> <p><u>Fiction - The promise</u></p> <p>Key concepts: Development Faith Community Cause and consequence</p> <p>Required texts: The Promise by Nicola Davies</p>



Titanic (DK Reader) by Mark Dubowski

Description:

Children look at the story of the events that took place involving the sinking of the Titanic. Children are given the purpose to write a persuasive piece of writing for a holiday brochure. After looking at real life examples the children write a text to persuade people to board the Titanic. Children also complete 1st person writing in the form of a diary entry conveying the atmosphere when the tragedy first happened. Focus on the vocabulary and atmosphere that is created. Children write Newspaper reports about the tragedy and the full account of the sinking.

Grammar focus:

1. Colon and semi colon.
2. Direct and reported speech and changing from one to the other.
3. Complex sentences.
4. Using commas correctly within sentences.
5. Word classes

Fiction - Should everyone get a standing ovation once in their life?

Key concepts:

- Equality
- Diversity
- Justice
- Inclusion

Required texts:

Governance
Development

Required texts:

I am Malala (young readers addition of her autobiography)

Description:

Children read the autobiography of Malala. They discover what her life was like before, during and after the attack. Children will learn about her family and how her life has changed after being shot by the Taliban. Writing opportunities include letter writing, diary entry, narrative piece to include description and speech, internal monologue and persuasive speech. Sometimes children will write in role as Malala but in some pieces they will have the freedom to choose.

Grammar focus:

1. Colons, lists and bullet points
2. Chunks of meaning – verbs (to be)
3. using semi-colons, colons or dashes to mark boundaries between independent clauses.
4. Using expanded noun phrases.
5. Type of nouns and word classes
6. Active and passive.

Description:

Children will look at descriptive writing. They will describe the city at the beginning of the story and then again at the end to show the change. The children will also write in the first person about how the character feels after the main event. For poetry writing, the children will use emotive language and prepositions to show how the city changes as a result of the promise being kept. They will also explore the turning point in the city through poetry.

As part of the reading study children will infer what the author means by some of the quotes within the text.

Grammar focus:

1. Prepositions
2. Complex sentences
3. Progressive tense

Fiction – a story of fear, love and triumph

Key concepts:

- Defence
- Significance
- Perspective
- Dependence

Required texts:

Friend or Foe by Michael Morpurgo

Description:

The children start by learning about the context of WW2. Once the book is introduced the children



Wonder by R J Palacio

Description:

Children write a diary entry of August starting school. They write in role as August to show the emotion of this event and his thoughts and feelings. Other writing opportunities include an internal monologue and a detailed piece of writing about realisation

Children complete shorting writing opportunities including writing emails, extending the text in the style of the story and writing the same event from different characters perspectives.

Using the show not tell technique August's emotions will be explained to the reader. The children will write a conversation between 2 characters from the text.

Within poetry, the children will explore similes, metaphors and personification in the poems.

They write their own poem about the emotions drawing on whole-class work.

Children complete the book writing a letter as the main character to give advice to other children in his situation.

Grammar focus:

1. Boundaries between clauses
2. Using a range of punctuation
3. Coordination and subordination (conjunctions)

look at Blitzed London and write a description of the street scene. Descriptive writing continues as we meet the farmer the main characters are evacuated to. They describe this character to show what they believe he will be like. Children then move onto narrative writing where they write about the first day being evacuated. This then leads on a conversation between the characters. As the story develops, the children will use verbs to create an atmospheric piece of action writing. Lastly the children find out about 2 new characters and decide whether they should help these characters or not.

Grammar focus:

1. Colons, lists and bullet points
2. Chunks of meaning – verbs (to be)
3. using semi-colons, colons or dashes to mark boundaries between independent clauses.
4. Using expanded noun phrases.
5. Type of nouns and word classes
6. Active and passive.

St Theresa's Catholic Primary School



"to do the little things well"