English Curriculum Map

Year: 5 and 6   Class: Ward   Year: 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timescale	6 weeks 4 days	7 weeks 4 days	6 weeks	6 weeks	4 days 3 days	6 weeks 4 days
Topic	Stories with Historical Settings Non-chronological Reports	Legends of the British Isles Persuasion	Science Fiction Stories Poems with a Structure	Novel as a Theme Magazine: Information text hybrid	Stories from other Cultures Debate	Myths Poems with Figurative Language
Focus Texts (picture/bk/author)	Street Child by Berlie Doherty 100 Facts Victorian Britain by Jeremy Smith	Arthur, High King of Britain by Michael Morpurgo Anglo-Saxon Boy by Tony Bradman	The Portal by Andrew Norriss Limerick poems on the kidzone website	The Nowhere Emporium by Ross MacKenzie Eco Kids Planet Magazine	Bamba Beach by Pratima Mitchell A debate about the effects of Tourism on a town.	The Fire Thief by Terry Deary Don't be Scared by Carol Ann Duffy

Link Texts	Oliver Twist retold by Gill Tavner Barnardo's website Oliver Twist scene from the Film Education website	King Arthur and the Knights of the Round Table by Marcia Williams Teachers TV: KS2 Persuasive Writing	No More School by Douglas Hill. Limericks read aloud on the Children's Poetry Archive website	The Golden Compass by Philip Pullman National Geographic Kids magazine	Websites about tourism in Goa in India. (Linked to the text Bamba Beach)	Children's Stories from Myths and Legends by Randall Ronne
Enrichment/visits/ Authors etc	Roald Dahl Day 13th September 2024 National Poetry Day 3rd October 2024	Non-fiction November 1-30th November 2024 Black History Month October 2024	National Storytelling week Children's Mental Health Week 3-9th Feb	World Book Day 6th March 2025 International Women's Day 8th March 2025	Earth Day April 22nd 2025	National Writing Day June 2025 National Summer Reading Challenge in Libraries

	Black History Month October 2024		Safer Internet Day			(throughout summer holidays)
Unit 1 scaffolded outcome	**Purpose:** To write a new chapter linked to the text, 'Street Child' using complex sentences with 'ing' openers and changing grammar, vocabulary and punctuation to enhance effects and clarify meaning. **Audience:** Peers	**Purpose:** To plan and write a legend of their own based on, 'Arthur High King of Britain' blending action, dialogue and description, using complex sentences with 'ed' openers and commas to indicate parenthesis. **Audience:** Peers	**Purpose:** To write a science fiction story based on 'The Portal' to entertain an identified audience using adverbials of time, place and manner and words with the verb prefixes e.g., auto, tele, anti, inter and trans. **Audience:** Year 3	**Purpose:** A new chapter based on the novel the Nowhere Emporium blending action, dialogue and description including complex sentences with relative clauses. **Audience:** Peers	**Purpose:** To write a story set in Goa, India using the following suffixes -ate, -ise and -ify to convert nouns and adjectives into verbs and using 'ing' and 'ed' sentence openers. **Audience:** Year 4	**Purpose:** To plan and write a myth of their own based on a model using simile sentence starters e.g., galloping as fast as the wind and using devices to build cohesion within and between paragraphs. **Audience:** Year 6
Unit 1 independent outcome	**Incidental Write:** **Purpose:** A diary entry inferencing character's thoughts and feelings **Audience:** Peers\n\n**Assessed write** **Purpose:** To write a new chapter linked to the text, 'Street Child' using complex sentences with	**Incidental Write:** **Purpose:** An internal monologue in role as a character linked to one key event (Arthur lifting the sword out of the stone) **Audience:** Peers\n\n**Assessed write** **purpose:** To plan and write a legend of their	**Incidental Write:** **Purpose:** Write a prediction as to what they think will happen next in the story **Audience:** Peers\n\n**Assessed write** **purpose:** To write a science fiction story to entertain an identified audience using adverbials of	**Incidental Write:** **Purpose:** A newspaper report linked to the novel **Audience:** Peers\n\n**Assessed write** **purpose:** A new chapter based on the novel blending action, dialogue and description including complex	**Incidental Write:** **Purpose:** A letter in role as a character **Audience:** Peers\n\n**Assessed write** **Purpose:** To write a story set in Goa, India including using the following suffixes -ate, -ise and -ify to convert nouns and adjectives	**Incidental Write:** **Purpose:** A fact file about Greek Gods and Goddesses **Audience:** Class library\n\n**Assessed write** **purpose:** To plan and write a myth of their own based on a model using simile sentence starters

	'ing' openers and changing grammar, vocabulary and punctuation to enhance effects and clarify meaning. **Audience:** Copy for Ward class library.	own based on, 'Arthur, High King of Britain' blending action, dialogue and description, using complex sentences with 'ed' openers and commas to indicate parenthesis. **Audience:** Year 5	time, place and manner and words with the verb prefixes e.g., auto, tele, anti, inter and trans. **Audience:** A class book for the library.	sentences with relative clauses. **Audience:** Copy for Ward Class Library.	into verbs and using 'ing' and 'ed' sentence openers. **Audience:** Peers.	e.g., galloping as fast as the wind and using devices to build cohesion within and between paragraphs. **Audience:** Peers
Unit 2 scaffolded outcome	**Purpose:** To write a non-chronological report on the Victorians with presentational devices e.g. subheadings and commas to indicate parenthesis. **Audience:** Peers	**Purpose:** To produce a persuasive battle speech using modal verbs to indicate degrees of possibility e.g. might, could, shall, will and must; selecting appropriate vocabulary and language effects and using the appropriate structure and grammar. **Audience:** Southworth	**Purpose:** To write a new poem (Limerick) drawing on the structure of those studied choosing vocabulary for effect. **Audience:** Year 2	**Purpose:** A page for a magazine based on an animal which includes a range of text types including complex sentences using the relative clauses, 'which' and 'whose'. **Audience:** Copy for Ward class library.	**Purpose:** To plan and participate in a class debate on the advantages and disadvantages of tourism in Goa using a range of persuasive language and devices to build cohesion e.g. causal conjunctions and adverbials. **Audience:** Classmates (the debate)	**Purpose:** To write a poem based on, 'Don't be Scared' selecting vocabulary and language effects for impact e.g. simile, metaphor and personification. **Audience:** Year 3

Unit 2 independent outcome	**Incidental Write:** **Purpose:** An information page about the workhouse **Audience:** Class library	**Incidental Write:** **Purpose:** A news report for TV linked to the text **Audience:** Peers	**Incidental Write:** **Purpose:** A limerick about a member of staff **Audience:** School library	**Incidental Write:** **Purpose:** A play script about an animal **Audience:** Peers	**Incidental Write:** **Purpose:** To write a persuasive letter **Audience:** Tourists	**Incidental Write:** **Purpose:** A poetry review **Audience:** Peers
	Assessed write purpose: To write a non-chronological report on the Victorians with presentational devices e.g. subheadings and commas to indicate parenthesis. **Audience:** Mary class.	**Assessed write Purpose:** To produce a persuasive battle speech using modal verbs to indicate degrees of possibility e.g. might, could, shall, will and must; selecting appropriate vocabulary and language effects and using the appropriate structure and grammar. **Audience:** Woodcock	**Assessed write purpose:** To write a new poem (Haiku) drawing on the structure of those studied using language for effect and onomatopoeia. **Audience:** School library (a class book of Haiku poetry)	**Assessed write purpose:** To write an information page for a magazine based on animals/insects found in the school's woodland garden using complex sentences with relative clauses. **Audience:** Visitors to the school's woodland garden (to be displayed in the school's woodland garden).	**Assessed write purpose:** To write a balanced argument using ideas from the class debate using a range of persuasive language and devices to build cohesion e.g. causal conjunctions and adverbials. **Audience:** Mr Ballard	**Assessed write purpose:** To write a poem based on, 'Don't be Scared' selecting vocabulary and language effects for impact e.g., simile, metaphor and personification. **Audience:** Copy for Ward class library.