

English Curriculum Map

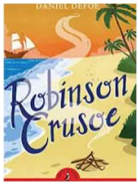
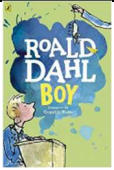
Year: 6

Class: Woodcock

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 weeks 3 days	6 weeks 4 days
Topic	Novel as a Theme (Adventure Story) Recount: Biography	Classic Fiction Persuasion: A Formal Review	Older Literature Information Text: Hybrid	Myths and Legends Explanations	Detective / Crime Fiction & Flashbacks Discussion and Debate	Recount: Autobiography Classic Narrative Poetry
Focus Texts (picture/bk/author)  UNIT 1 – Novel as a theme	 Running Wild by Michael Murporgo	 The Selfish Giant by Oscar Wilde	 Macbeth by William Shakespeare	 Arthur and the Golden Rope by Joe Todd- Stanton	 The London Eye Mystery by Siobhan Dowd	 Mud, Sweat and Tears Junior Edition by Bear Grylls

<p>Link Texts (Unit 1)</p>	 <p>Robinson Crusoe by Daniel Defoe</p> <p>Bear Grylls Mission Survival – Gold of the Gods</p> <p>Amazon Adventure by Willard Price</p>	<p>If I Were a Giant by Jackie Hosking</p> <p>The Wizard of Oz by L Frank Baum</p> <p>Alice in Wonderland by Lewis Carroll</p>	<p>Romeo and Juliet by William Shakespeare.</p> <p>Shakespeare Stories by Leon Garfield.</p> <p>Stories from Shakespeare by Usborne.</p>	<p>Greek Myths by Marcia Williams</p> <p>Arachne on the Literacy Shed website</p>	<p>Kidnapped by Pie Corbett on the Teach Primary website (<a href="#">here</a>).</p>	 <p>Boy Tales of Childhood by Roald Dahl</p> <p>Jessica Ennis Unbelievable (extracts).</p> <p>Who We Are by One Direction.</p> <p>Bill Peet: An Autobiography.</p>
<p>UNIT 2</p>	<p>Little People, Big Dreams – Ernest Shackleton Tenzig Norgay</p>	<p>Pantomime - Review of a live performance - Rapunzel</p>	<p>Non- chronological report: 'How First Aid Works' from the British Red</p>	<p>The Complete Skeleton Book by Sue Palmer</p> <p>Circulatory System</p>	<p>Norman Barrett MBE and his budgie circus act on YouTube (<a href="#">here</a>).</p>	<p>The Lion and Albert by Marriott Edgar</p>

	<p>Range of simple biographies including print and film versions. Biography.com website:</p> <ul style="list-style-type: none"> <li>- Neil Armstrong (<a href="#">here</a>).</li> <li>- Steve Irwin (<a href="#">here</a>).</li> <li>- Michelle Obama (<a href="#">here</a>).</li> </ul>		<p>Cross website (<a href="#">here</a>).</p> <p>Recount: Mother Teresa Biography on the Biography website (<a href="#">here</a>).</p> <p>Instructions: 'What is First Aid?' from the British Red Cross website (<a href="#">here</a>).</p> <p>Discussion: 'Has the time come to ban cars from the centre of towns and cities?' from the Digital Education Resource Archive website (<a href="#">here</a>).</p> <p>Persuasion: Comic Relief fundraising fact sheet from the Red Nose Day website (<a href="#">here</a>).</p> <p>Explanation: 'Science of Fire' from the Fire Safe Kids website (<a href="#">here</a>).</p>		<p>Knowsley Safari Park:</p> <ul style="list-style-type: none"> <li>- Sea Lion Show on the Knowsley Safari Park website (<a href="#">here</a>).</li> <li>- Conservation and Research on the Knowsley Safari Park website (<a href="#">here</a>).</li> </ul> <p>Wild Animals in Captivity on the RSPCA website (<a href="#">here</a>).</p>	
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<p>Enrichment/visits/ Authors etc</p>	<p>BBC 500 Words  Black History Month October (The Battle of Bamber Bridge)  Harry Potter Book Day 17th Oct</p>	<p>Black History Month October  Theatre Visit – Pantomime (Rapunzel) December</p>	<p>Multicultural Children's Book Day – 30<sup>th</sup> Jan  International Book Giving Day 14<sup>th</sup> Feb</p>	<p>World Book Day 6<sup>th</sup> March  World Poetry Day 21<sup>st</sup> March  Shakespeare Week 24<sup>th</sup> – 30<sup>th</sup> March</p>	<p>World Day for Cultural Diversity 21<sup>st</sup> May</p>	<p>National Summer Reading Challenge in conjunction with the library throughout the summer holidays</p>
<p>Unit 1 scaffolded outcome</p>	<p><u>Novel as a theme</u>  <u>Purpose:</u> To write a survival adventure narrative using passive voice to create suspense and blending action, dialogue and description. <u>Audience:</u> To be read to the whole class</p>	<p><u>Classic Fiction</u>  <u>Purpose:</u> to write a new chapter for, or story linked to, a classic text which includes: words chosen for effect (considering synonyms and antonyms). appropriate use of archaic language. devices to build cohesion between paragraphs and features of the genre.</p>	<p><u>Older Literature</u>  <u>Purpose:</u> to write a modern version of a scene from a play from older literature. Drawing on techniques used by modern day writers who have retold these stories. Selecting appropriate vocabulary and language effects, including ellipsis to link ideas between paragraphs.</p>	<p><u>Myths and Legends</u>  <u>Purpose:</u> to write a myth, identifying the audience and purpose that blends action, dialogue and description within sentences and paragraphs <u>Audience:</u> Include stories in our class book held in the reading area</p>	<p><u>Detective / Crime Fiction &amp; Flashbacks</u>  <u>Purpose:</u> to write a story told in flashback which includes: semi-colons to mark the boundary between independent clauses. knowledge of root words, prefixes and suffixes. techniques, identified in the work of published authors, which</p>	<p><u>Recount: Autobiography</u>  <u>Purpose:</u> to write an autobiography, in role, which includes: devices to build cohesion. sentences which have been manipulated to create particular effects.  <u>Audience:</u> To be read to the rest of the class and added to whole class book</p>

		<p><u>Audience:</u> Stories to be used for a class book to be shared in the reading area.</p>	<p><u>Audience:</u> Groups to perform their scene to the whole class</p>		<p>are used to create specific effects.</p> <p><u>Audience:</u> Children to read their stories to the class</p>	
Unit 1 independent outcome	<p><u>Incidental write</u> To write a diary entry from the perspective of the main character</p> <p><u>Audience – Share with peers</u></p> <p><u>Assessed write Purpose:</u> Innovated survival adventure story using active and passive voice to create suspense and blending action and description.</p> <p><u>Audience:</u> BBC 500 words short story competition</p>	<p><u>Incidental write</u> Write a monologue from the giant's POV using passive voice and formal language</p> <p><u>Audience:</u> A performance to the class</p> <p><u>Assessed write Purpose:</u> A new story using characters and plot structures from a classic novel using appropriate archaic language and devices to build cohesion between paragraphs.</p>	<p><u>Incidental write</u> A letter to Lady Macbeth</p> <p><u>Audience:</u> Reading area</p> <p><u>Assessed write Purpose:</u> to write a modern version of a scene from a play from older literature. Drawing on techniques used by modern day writers who have retold these stories.</p> <p><u>Audience:</u> to share with an author – Gill Tavner</p>	<p><u>Incidental write</u> Recount of the story</p> <p><u>Audience – Share with peers</u></p> <p><u>Assessed write Purpose:</u> to write a myth that will amaze or intrigue an audience, blending action and description within sentences and paragraphs</p> <p><u>Audience:</u> To entertain pupils in Year 5</p>	<p><u>Incidental write</u> Diary entry</p> <p><u>Audience:</u> Reading area</p> <p><u>Assessed write Purpose:</u> A crime / detective story that is written in flashback using techniques which create specific effects, identified in the work of published authors.</p> <p><u>Audience:</u> to be added to the class story book to entertain and intrigue others</p>	<p><u>Incidental write</u> PowerPoint presentation</p> <p><u>Audience:</u> Whole class</p> <p><u>Assessed write Purpose:</u> An autobiography, written in role which includes: devices to build cohesion. sentences which have been manipulated to create particular effects. the features of autobiography (recount).</p>

		<p><u>Audience:</u> Stories to be used for a class book to be kept in the reading area.</p>				<p><u>Audience:</u> To be shared with the rest of the class</p>
Unit 2 scaffolded outcome	<p><b>Recount: Biography</b></p> <p><u>Purpose:</u> to write a biography which includes: Devices to build cohesion between sentences and paragraphs. Appropriate organisational and layout features. Appropriate vocabulary and grammar choices.</p> <p><u>Audience:</u> Create a display within the classroom</p>	<p><b>Persuasion</b></p> <p><u>Purpose:</u> to write a review which includes: Devices to build cohesion between paragraphs. Persuasive devices, making conscious choices about techniques to engage the reader. Standard English and passive voice.</p> <p><u>Audience:</u> Share reviews with others in school (school website)</p>	<p><b>Information Text - Hybrid</b></p> <p><u>Purpose:</u> A hybrid text about a hero/heroine or a villain, demonstrating text features from a number of different text types and forms, for example persuasive speech, a recount and report.</p> <p><u>Audience:</u> Share with the class or read to other year groups.</p>	<p><b>Explanation</b></p> <p><u>Purpose:</u> to write an explanation of how a mystery was solved linked to a story using devices to build cohesion and manipulating sentences for effect including using active and passive voice to achieve intended effects.</p> <p><u>Audience:</u> Explanations to be shared as a presentation to the class</p>	<p><b>Discussion and Debate</b></p> <p><u>Purpose:</u> A discursive essay that includes for and against arguments using devices to build cohesion. Investigating and collecting a range of synonyms and antonyms.</p> <p><u>Audience:</u> Share with the rest of class.</p>	<p><b>Classic Narrative Poetry</b></p> <p><u>Purpose:</u> to write a poem, based on a model, which includes appropriate use of: vocabulary and language effects for impact. breaking writing conventions for effect. careful selection of words – specific nouns, well-chosen adjectives, verbs and adverbs.</p> <ul style="list-style-type: none"> <li>- imagery – similes, metaphors and personification.</li> </ul> <p><u>Audience:</u> Perform to the whole class</p>

<p>Unit 2 independent outcome</p>	<p><u>Incidental write</u> Non-chronological report</p> <p><u>Audience:</u> Peers</p> <p><u>Assessed write</u> <u>Purpose:</u> to research and write a biography manipulating sentences to create particular effects</p> <p><u>Audience:</u> Share with the rest of school via class blog on Purple Mash</p>	<p><u>Incidental write</u> Recount from the POV of Rapunzel</p> <p><u>Audience:</u> Peers</p> <p><u>Assessed write</u> <u>Purpose:</u> A formal review of a live performance selecting the appropriate language and structures to engage the reader including appropriate tone and style.</p> <p><u>Audience:</u> To share reviews on the theatre website</p>	<p><u>Incidental write</u> Newspaper report</p> <p><u>Audience:</u> Reading area to share with peers</p> <p><u>Assessed write</u> <u>Purpose:</u> A hybrid text about a hero/heroine or a villain containing a mixture of text types and forms, for example persuasive speech, a recount and report.</p> <p><u>Audience:</u> Using their writing hold a class debate – who is the most villainous? Who is the greatest hero?</p>	<p><u>Incidental write</u> Interview the expert</p> <p><u>Audience:</u> Class performance</p> <p><u>Assessed write</u> <u>Purpose:</u> An explanation linked to a science topic using devices to build cohesion and manipulating sentences for effect</p> <p><u>Audience:</u> Explanations to be shared as a presentation to the class</p>	<p><u>Incidental write</u> A discursive essay</p> <p><u>Audience:</u> Share with class</p> <p><u>Assessed write</u> <u>Purpose:</u> A formal debate using devices to build cohesion between paragraphs. Making conscious choices about techniques to engage the reader including the appropriate tone and style</p> <p><u>Audience:</u> Whole class debate</p>	<p><u>Incidental write</u> New verse for the poem</p> <p><u>Audience:</u> Whole class performance</p> <p><u>Assessed write</u> <u>Purpose:</u> A performance of poems learned by heart A performance of a new poem, which includes appropriate use of: vocabulary and language effects for impact.</p> <p><u>Audience:</u> Presentation to the class</p>
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