



English Whole School Curriculum Map

Key: *essential learning opportunities*

text

Cross Curricular links CCL

EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	Ourselves and Families	Celebrations and festivals Light and Dark	Food	People that Help Us	Animals and Habitats	The Next Step
Core Text	<ul style="list-style-type: none"> *<i>Who's in my family?</i> *<i>This is our house</i> *<i>Have you filled a bucket today?</i> 	<ul style="list-style-type: none"> *Owl Babies *Can't you sleep little bear? *The story of Hanukkah *Elmer *Rama and Sita *The Christmas Story 	<ul style="list-style-type: none"> *The Little Red Hen *Oliver's vegetables *Handa's Surprise 	<ul style="list-style-type: none"> *Jolly Postman *Going to the doctor *Charlie the firefighter *Going to the dentist 	<ul style="list-style-type: none"> *The Hungry Caterpillar *Giraffes can't dance *Rainbow fish *Lost and found 	<ul style="list-style-type: none"> *The Great Explorer *Lost and Found *Ruby's Worry *Don't Worry Little Crab
English	<ul style="list-style-type: none"> *Recognising words with the same initial sound *Engaging in extended conversations & learning new vocabulary *Saying sounds for individual letters *Writing some letters accurately *Writing some or all of their name 	<ul style="list-style-type: none"> *Differentiated phonics groups *Beginning to blend sounds into words *Beginning to form lower-case letters correctly 	<ul style="list-style-type: none"> *Blending sounds into words, so that they can read short words made up of known letter-sound correspondences *Spelling words by identifying the sounds and then writing the sounds with letter/s *Reading a few common exception words 	<ul style="list-style-type: none"> *Reading some letter groups that each represent one sound and say sounds for them *Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<ul style="list-style-type: none"> *Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense

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				*Forming lower-case and capital letters correctly		
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Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	It's Good to Me	It's Good to Be Me	There's No Place Like Home	There's No Place Like Home	A Toy Story	A Toy Story
English Unit	<p>Fiction</p> <p>Recount Barnaby bear's holiday Barnaby Bear at the seaside <i>To write a recount. To express feelings in writing.</i> CCL Humanities seaside topic</p> <p>Writing a postcard Barnaby Bear at the seaside <i>To write a recount.</i> CCL Humanities seaside topic (3 weeks)</p>	<p>Fiction</p> <p>Grammar week (1 week)</p> <ul style="list-style-type: none"> • Pronouns • Verbs • Adverbs <p>Narratives Baboon on the moon <i>Write narrative diaries</i> (2 weeks)</p>	<p>Fiction</p> <p>Character description Oliver's vegetables <i>To write character descriptions.</i> (2 weeks)</p>	<p>Fiction</p> <p>Grammar week (1 week) Adding suffixes focus:</p> <ul style="list-style-type: none"> • Er • Est • Ing • Ed <p>Book week (1 week)</p> <p>Traditional tales A selection of traditional tales <i>To discuss stories with predictable and patterned language.</i></p>	<p>Fiction</p> <p>Stories The very hungry caterpillar <i>Discuss and explore stories with predictable and patterned language</i> <i>Stories set in familiar settings.</i> (3 weeks) CCL Grow butterflies</p>	<p>Fiction</p> <p>Grammar week (1 week) Creating plurals adding s and es</p> <p>Stories Alisha the superhero princess <i>Write stories with imaginary settings. To write stories that use the language of fairy tales and traditional tales.</i> (3 weeks)</p> <p>Additional unit Fiction Stories</p>

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	<p>Story Handa's surprise <i>Generating descriptive vocabulary</i> <i>To write lists</i> <i>Discuss and explore stories with predictable and patterned language</i> (1 week)</p>			<p><i>To discuss stories and plays that use the language of fairy tales and traditional tales.</i> CCL Computing and audio books (4 weeks)</p>		<p>Supertato <i>Write stories set in places pupils have been (familiar settings)</i> (2 weeks)</p>
	<p>Non-fiction</p> <p>Recount of morning routine/holiday <i>To write a recount.</i> <i>To express feelings in writing.</i> <i>To use captions</i> (1 week)</p> <p>Leaflet foodbank – writing lists of fruit and veg CCL to harvest <i>To write captions and lists</i> (1 week)</p> <p>Recount – visit to the church CCL link to Harvest</p>	<p>Non-fiction</p>	<p>Non-fiction</p> <p>Instructions How to catch a fairy <i>To write instructions</i> (2 weeks)</p>	<p>Non-fiction</p> <p>Non-fiction information page Victorian houses and homes CCL humanities Victorians (1 week) <i>To present writing</i> <i>To write captions, labels and lists</i> <i>To write explanations</i></p>	<p>Non-fiction</p> <p>Non-chronological report – information booklet How to look after plants CCL Science <i>To write captions, labels and lists</i> <i>To present information</i> (1 week)</p> <p>Instructions How to plant CCL Science <i>To write instructions</i> <i>To write captions, labels and lists</i></p>	<p>Non-fiction</p> <p>Recount My view of the year <i>To write a recount.</i> (1 week)</p>

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	<p><i>To write a recount.</i> <i>To express feelings in writing.</i> <i>To write about familiar settings.</i> (1 week)</p>				(1 week)	
	<p>Poetry</p>	<p>Poetry</p> <p>Poetry - Rhyming couplets Room on the Broom <i>Write poems that use pattern, rhyme and description.</i> (1 week)</p> <p>Poetry - Superhero poem <i>Write poems based on a theme.</i> <i>Write poems that use pattern, rhyme and description.</i> (1 week)</p> <p>Poetry - Nonsense poems Wizard theme Ten things in a wizard's pocket</p>	<p>Poetry</p> <p>Poetry Theme based on seaside and food CCL D & T <i>To recite poems by heart based on a theme</i> <i>To write poems using the senses.</i> <i>To write poems based on direct experience.</i> (2 weeks)</p>	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry</p>

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		Write poems based on a theme. (1 week)				
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Year 2

Term	Autumn 1 (7 week)	Autumn 2 (7 week)	Spring 1 (6 weeks)	Spring 2 (7 weeks)	Summer 1 (5 week)	Summer 2 (6 weeks)
Topic of the Term	Bright Lights Bright City	Bright Lights Bright City	Dazzling Dinosaurs	Dazzling Dinosaurs	Voyages of Columbus	Voyages of Columbus
English Unit	<p>Fiction</p> <p>Recount diary entry – CCL – GFOL (2 weeks)</p> <p><i>To write a recount.</i></p> <p><i>To write narrative diaries</i></p>	<p>Fiction</p> <p>Stories – Into the forest Antony Browne (2 weeks)</p> <p><i>To write stories with predictable and patterned language.</i></p> <p><i>To write stories set in places pupils have been (familiar settings)</i></p> <p>Stories – alternate version</p>	<p>Fiction</p> <p>Grammar focus (1 week)</p> <ul style="list-style-type: none"> • <i>Sentence types – question, statement, command, exclamatory</i> • <i>Punctuation</i> • <i>Apostrophes for possession</i> • <i>Conjunctions</i> 	<p>Fiction</p> <p>(Writing links to Book week) (1 week)</p> <p>Fantasy stories – based on a portal (3 weeks)</p> <p>Adrift – fantasy story</p>	<p>Fiction</p> <p>Stories -postcard and diary entry - Meerkat mail (2 weeks)</p> <p><i>To write narrative diaries</i></p> <p><i>To write a recount (fiction).</i></p> <p><i>To express feelings in writing.</i></p> <p>SATs Week</p>	<p>Fiction</p> <p>Narrative Leon and the place between (3 weeks)</p> <p><i>To write letters</i></p> <p><i>To write a persuasive poster</i></p>

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		<p>of a traditional tale Prince Cinders (1 week) <i>To write stories with predictable and patterned language.</i> <i>To write stories set in places pupils have been (familiar settings)</i></p> <p>Stories by the same author – Oliver Jeffers – Imaginary Fred, The day the crayons quit (1 weeks) <i>Write stories that mimic significant authors.</i></p>	<p>Traditional Tales – Jack and the beanstalk/Jim and the beanstalk (3 weeks) <i>To write stories and plays that use the language of fairy tales and traditional tales.</i> <i>To write character descriptions.</i> <i>To write setting descriptions.</i></p>			
	<p>Non-fiction</p> <p>Recount – WOW day – camping (1 week) <i>To write a recount (non-fiction).</i></p>	<p>Non-fiction</p> <p>Persuasive letter - The day the crayons quit (1 weeks)</p>	<p>Non-fiction</p> <p>Non chronological report – CCL Humanities - dinosaurs (2 weeks) <i>To write labels</i></p>	<p>Non-fiction</p> <p>Explanations – butterflies and fossils (2 weeks) <i>To write labels</i></p>	<p>Non-fiction</p> <p>Recount – Easter holidays/Easter egg hunt (1 week) <i>To write a recount (non-fiction).</i></p>	<p>Non-fiction</p> <p>Diary entry (1 week) Christopher Columbus (CCL) <i>To write a recount (fiction).</i></p>

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	<p><i>To express feelings in writing.</i></p> <p>Instructions – making a jam sandwich (1 week) <i>To write instructions</i> <i>To write lists</i></p>	<p><i>To express feelings in writing.</i> <i>To write letters</i></p> <p>Persuasive Letters – CCL History Florence Nightingale <i>To express feelings in writing.</i> <i>To write letters</i> (1 week)</p> <p>Recount – CCL Florence Nightingale day <i>To write a recount (non-fiction).</i> <i>To express feelings in writing.</i> (1 week)</p>	<p><i>To write captions</i> <i>To write glossaries</i> <i>To present information</i> <i>To write non-chronological reports</i></p>	<p><i>To write captions</i> <i>To write glossaries</i> <i>To present information</i> CCL Science and Humanities</p> <p>Recount – based on trip to the British museum(1 week) <i>To write a recount (non-fiction).</i></p>	<p><i>To express feelings in writing.</i></p>	<p><i>To write narrative diaries</i></p> <p>Non chronological report – Christopher Columbus (CCL) (1 week) <i>To write labels</i> <i>To write captions</i> <i>To write glossaries</i> <i>To present information</i> <i>To write non-chronological reports</i></p> <p>Additional unit Letter - to new teacher <i>To express feelings in writing.</i></p>
	<p>Poetry Poetry – colour poem (1 week) Colour poems <i>To write lists</i></p>	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry Nonsense Poems – Ning Nang Nong (1 week)</p>	<p>Poetry Leon and the place between <i>To write poems based on a theme</i></p>

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	<p><i>To write poems based on a theme</i> <i>To write poems based on direct experience</i> <i>To write poems using the senses</i></p> <p>Poetry – Fire poem (1 week) Fire poems <i>To write poems that use pattern, rhyme and description</i> <i>To write lists</i> <i>To write poems based on direct experience</i> <i>To write poems using the senses</i> <i>To write poems based on a theme</i> CCL Humanities - GFOL</p> <p>Poetry – Magic Box – Kit Wright <i>To write lists</i></p>				<p><i>To perform and write nonsense and humorous poems, limericks and riddles.</i> <i>To recite poems by heart based on a theme</i></p>	
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	<i>To write poems using the senses (1 week)</i>					
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	Greece Now and Then	Greece Now and Then	Settlements, Travel and Trade	Settlements, Travel and Trade	Raging Rivers, Fantastic Pharaohs	Raging Rivers, Fantastic Pharaohs
English Unit Year 3	<p>Fiction Myths/Legends – CCL Greek myths (3 weeks) <i>To write stories that contain mythical legendary or historical characters or events.</i> <i>To write character descriptions</i></p>	<p>Fiction Narrative writing Adventure story – taking flight Literacy Shed <i>To write stories of adventure</i> (2 weeks) Persuasive letters The twits Roald Dahl (1 week) <i>To write persuasively</i></p>	<p>Fiction Mystery Stories <i>To write stories of mystery or suspense</i> Character description Setting description – building tension and suspense Narrative writing (2 weeks) Narrative writing Stone age boy (3 weeks includes 1 week diary entry) <i>To write stories set in places pupils have been (familiar settings)</i> <i>To write recounts</i> https://www.tes.com/teaching-resource/download/11703874 setting description diary entry story in familiar setting (assessed writing)</p>	<p>Fiction Grammar week (1 week) Book week TBC (1 week) Playscripts and dialogue – based on traditional tales (2 weeks) <i>To write plays.</i></p>	<p>Fiction Anthony Browne – Stories by the same author – Gorilla, Piggy book book review, letters and persuasive writing (2-week unit) <i>To write persuasively</i> <i>To write letters</i> Story Narrative based on animation Character Descriptions Setting descriptions Narrative Writing (continuing a story) Animation ‘Home Sweet Home’ Literacy Shed (2 week) <i>To write character descriptions</i> <i>To write narratives</i></p>	<p>Fiction Narrative writing -- Stories with a familiar setting - Hodgeheg (2 weeks) <i>To write stories set in places pupils have been (familiar settings)</i></p>
	<p>Non-fiction Information leaflet (2 weeks)</p>	<p>Non-fiction Newspaper report –Medusa CCL Humanities</p>	<p>Non-fiction Diary entry of a stone age child</p>	<p>Non-fiction Explanation Texts – life cycle of a frog CCL Science (1 week)</p>	<p>Non-fiction</p>	<p>Non-fiction Non-chronological report: Ancient Egyptians</p>

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	<p><i>To write persuasively</i> <i>To present information from a variety of sources (information text).</i> CCL Geography Greece</p> <p>Recount (1 week) Based on Ancient Greece WOW day CCL Humanities Greece</p> <p>Instructions How to make an Ancient Greek pot CCL Ancient Greek <i>To write instructions</i> (1 week)</p>	<p><i>To write in a journalist style</i> (2 weeks)</p>	<p>Linked to Stone Age boy and Ug <i>To write recounts</i> CCL Humanities</p> <p>Instructions – based on making banana muffins CCL D&T cooking (1 week)</p>	<p><i>To write explanations</i> Persuasive letter writing – based on Fairtrade <i>To write persuasively</i> (2 weeks) CCL Humanities, PSHE</p>		<p>(2 weeks) <i>To write a non-chronological report</i></p> <p>Information texts: How does the water cycle work? (1 week) <i>To present information from a variety of sources (information text).</i> CCL humanities</p>
	<p>Poetry</p>	<p>Poetry Poetry - writing a haiku <i>To write a haiku.</i> (1 week) Based on the four seasons</p> <p>Poetry – shape poems</p>	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry Poetry - Kenning based on Egypt CCL Humanities (1 week)</p>	<p>Poetry Poetry – cinquains <i>To write a cinquain.</i> (1 week) Based on Water/rivers CCL humanities</p>

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		<p><i>To write shape poems and calligrams.</i> (1 week) Based on fruits and vegetable???</p> <p>Additional week if time</p>				
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Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	The Roman Empire	The Roman Empire	The Tudors	The Tudors	Invaders and Settlers	Invaders and Settlers
	<p>Non-fiction – speech -linked to BHM – I have a dream <i>To write formally</i> (1 week) Emotive language Alliteration Repetition Rhetorical question Metaphor</p> <p>Biography <i>To write biographies</i> – (1 week) – Martin Luther King PSHE Black History Month Non-fiction: Biographies <i>To write biographies</i></p>	<p>Non-fiction newspaper articles (Pompeii) <i>Boudicca fights back</i> (2 weeks) <i>To write in a journalistic style.</i> <i>To write recounts.</i> <i>Present information from a variety of sources (information text).</i></p> <p>Explanation texts <i>Volcanoes and eruptions</i> (1 week) Geography <i>Present information from a variety of sources (information text).</i> <i>To write recounts.</i></p> <p><i>Fiction: Adventure stories</i>(2weeks)</p>	<p>Non-fiction Explanation texts (Links to Battle of Hastings) (1 week) <i>To write explanations.</i></p> <p>Non-fiction Persuasive writing/letter writing to MP (linked to climate change) (1 week) <i>To write persuasively.</i> <i>To write formally</i></p> <p>Fiction: Stories <i>To write stories using a film narrative</i> 1 week preposition adverbials noun phrases</p>	<p>Grammar week 1 week Embedded clauses (who, which, what) Coordinating conjunctions Subordinating conjunctions Commas to adverbials</p> <p>Book Week 1 week</p> <p>Fiction: Play writing <i>To write plays.</i> 2 weeks Colons and semi colons Imperative verbs Adverbs Parenthesis (brackets) Up-levelling and editing</p> <p>Fantastic Mr Fox A selection of playscript by Roald Dahl Fiction: Novel as a theme</p>	<p>Non-fiction Non-chronological report – based on dragon <i>How to train your dragon.</i> <i>To write non-chronological reports.</i> (1 week)</p> <p>Non-chronological reports – The digestive system Elephants (1 week) <i>To write non-chronological reports.</i> <i>To present information from a variety of sources (information text).</i> CCL Science</p> <p>Fiction: Legends <i>To write stories that contain mythical legendary or historical characters or events</i> 2 weeks Paragraphs speech punctuation</p>	<p>Non-fiction Persuasive writing – Film advert <i>Oktapodi</i> (2 weeks) <i>To write persuasively.</i> <i>To write in a journalistic style.</i> CCL Computing</p> <p>Non-chronological reports – writing to inform (1 week) <i>To write non-chronological reports.</i> <i>To present information from a variety of sources (information text).</i> CCL humanities – Anglo Saxons</p> <p>Fiction: Stories with a familiar setting <i>Writing a diary entry – how Bill felt</i> Character description Setting description <i>Writing a story</i></p>

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	<p>Pronouns Connectives Openers Adjectives and adverbs Subordinate clauses Commas in list Adverbial and noun phrases A range of biography examples linked to famous historical people</p> <p>Diary entries (1 week) <i>To write recounts</i></p> <p>Based on POV Roman soldier (assessed writing) To write recount Subordinate clauses Commas in list Contractions</p>	<p><i>To write stories that raise an issue or dilemma.</i></p> <p><i>Character description</i> <i>Setting description</i> <i>Plan and write an alternate ending</i></p> <p><i>To write stories of adventure.</i></p> <p><i>2A sentences</i> <i>Outside (inside) sentences</i> <i>Adjectives</i> <i>Prepositions</i> <i>Subordinate and coordinating</i> <i>Speech punctuations</i> <i>Commas</i> <i>conjunctions</i> <i>similes and metaphors</i> <i>Oliver and the Seawigs by Philip Reeve</i></p>	<p>Sentence types: simple, compound, complex sentences Speech punctuation Bubbles – Literacy Shed</p> <p>Fiction: Stories - Film unit Adventure/fantasy</p> <p>To write stories using a film narrative. To write stories of adventure. Write stories that raise an issue or dilemma.</p> <p>2 weeks preposition adverbials noun phrases Varied sentence starters Sentence types: simple, compound, complex sentences Speech punctuation</p>	<p>Setting description Alternative ending To write setting descriptions To write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Write stories that raise an issue or dilemma. To write recounts 2 weeks Paragraphs speech punctuation subordinate clauses ly and -ed openers Sentence types: simple, compound, complex sentences Editing and up-levelling</p> <p>Cloud Tea Monkeys by Mal Peet Fiction: Novel as a theme (continued) Diary entry (assessed writing) To write recounts 1 week Conjunctions 3rd person</p>	<p>subordinate clauses ly and -ed openers Sentence types: simple, compound, complex sentences Editing and up-levelling</p> <p><i>Beowulf</i> <i>The tale of King Arthur</i> <i>Arthur – High King of Britain, Arthur and the Dragon, The legends of Robin Hood,</i></p> <p>Non-fiction: Non-chronological report Legends (continued) Based on a dragon (Toothless) To write non-chronological reports</p> <p>1 week Embedded clauses Parenthesis Apostrophe for possession Expanded noun phrase Colon</p> <p>How to train your dragon by Cressida Cowell</p>	<p>To write stories set in places pupils have been (familiar settings) To write stories with an issue or dilemma To write recounts To write stories/novels in the style of significant children’s authors.</p> <p>3 weeks Paragraphs speech punctuation subordinate clauses ly and -ed openers Sentence types: simple, compound, complex sentences Editing and up-levelling Bills New Frock – Anne Fine</p> <p>Non-fiction: Non-chronological reports – writing to inform Based on Anglo Saxons To write non-chronological reports. To present information from a variety of sources (information text).</p> <p>1 week</p>
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	<p>Rhetorical question Past tense Fronted adverbials – time paragraphs</p>		<p>Editing and up-levelling Arthur and the invisibles</p>	<p>Cloud Tea Monkeys by Mal Peet</p>	<p>Non- fiction: non-chronological reports</p> <p>Based on the digestive system/Based on elephants- Assessed writing To write non-chronological reports. To present information from a variety of sources (information text).</p> <p>1-week enterprise writing – recount on deforestation.</p> <p>2 weeks Embedded clauses (who, what) Embedded clauses Parenthesis Apostrophe for possession Expanded noun phrase Colon</p>	<p>Embedded clauses (who, what) Parenthesis Apostrophe for possession Expanded noun phrase Colon Subheadings</p> <p>A selection of non-chronological reports and information texts on Anglo Saxons</p> <p>Non-fiction: Additional unit - Recounts Based on recount of Anglo-Saxon theme day To write recounts. 1 week</p> <p>Subordinate clauses Commas in list Contractions Rhetorical question Past tense Fronted adverbials – time paragraphs</p>
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English Whole School Curriculum Map

	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
		Acrostic poem Write poems that convey an image (simile, word play, rhyme and metaphor). 1 week Adverbs Simile starters Feeling -ed starter Enjambment A selection of acrostic poems	Poetry: Shape poems/ calligrams To write shape poems and calligrams. 1 week Adverbs Simile starters Alliteration Noun phrases A variety of different shape poems and calligrams linked to winter	Poetry: Metaphor poetry To write poems that convey an image (simile, word play, rhyme and metaphor). 1 week Metaphors Similes What is the sun? – Wes Magee?	Poetry: performance poems (riddles) To create own performance poems. 1 week Similes and metaphors Alliteration Personification Onomatopoeia Rhyme A selection of riddles	

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	Mayan Civilisation	Mayan Civilisation	Earth and Beyond	Earth and Beyond	The Vikings	

English Unit	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
	Story by a significant author – Modern fiction	Story narrative Setting description	Stories with a narrative - Film unit	Book Week (1 week)	Story narrative Adventure story -	Dramatic conventions El Caminante (BFI) (2 weeks)



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	<p>Brian Shelsnik Wonderstruck (4 weeks) <i>To use older literature to write in the style of an author.</i></p> <p>Traditional stories – Fairy Tales Variations on one particular story - The true story of the 3 little pigs, Snow white in New York (2 weeks) <i>To write stories that raise an issue or dilemma.</i> <i>To write stories and letters inspired by reading across the curriculum.</i></p>	<p>The Great Kapok Tree CCL Humanities Rainforest Geography (2 weeks) <i>To write stories and letters inspired by reading across the curriculum.</i></p>	<p>– The piano (2 weeks) <i>Write stories using film narrative.</i> CCL Music</p> <p>Stories from Other Cultures - The Day of Ahmed’s Secret and The Day of Mufaro’s Beautiful Daughters (2 weeks) CCL Humanities - Africa <i>To use older literature to write in the style of an author.</i> <i>To write stories that raise an issue or dilemma.</i></p>	<p>Classical stories - Our Literary Heritage A Midsummer Night’s Dream by William Shakespeare (3 weeks) <i>To use older literature to write in the style of an author.</i></p>	<p>Setting description – Isle of Berk How to be a pirate (adventure) Cressida Cowel – CCL Humanities History Vikings (2 weeks) <i>To write stories of adventure</i></p>	<p><i>Write stories that raise an issue or dilemma.</i> <i>Write stories of mystery and suspense.</i></p>
	<p>Non-fiction Newspaper report Mayan - disappearance of the Southern States</p>	<p>Non-fiction Non-chronological explanation text – rainforests - CCL Humanities - Geography</p>	<p>Non-fiction Discussion text - Should animals be kept in captivity? (2 weeks) <i>To write arguments</i></p>	<p>Non-fiction</p>	<p>Non-fiction Persuasive leaflet persuading Vikings to invade England - How to be a pirate (adventure) – CCL</p>	<p>Non-fiction Non chronological report Explanation text – How did the Vikings invade Anglo Saxon Settlements? CCL Humanities History Vikings (2 weeks)</p>

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	<p>CCL Humanities History Mayans (1 week) <i>To write in a journalistic style.</i></p>	<p>rainforests (2 weeks) <i>To write explanations. Present information from a variety of sources (information text).</i></p> <p>Persuasive Writing – Formal letter of complaint CCL to Science and humanities geography – Environment rainforests (2 week) <i>To write persuasively. To write stories, letters inspired by reading across the curriculum. To write formally</i></p>			<p>Humanities History Vikings (2 weeks) <i>To write persuasively.</i></p>	<p><i>To write explanations.</i></p> <p>Narrative – story dialogue The Viking battle CCL Humanities History Vikings (1 week) <i>To write stories that contain mythical legendary or historical characters or events.</i></p> <p>Instructions CCL to DT – cooking making bread (1 week) <i>To write instructions</i></p>
	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry</p>	<p>Poetry Narrative poetry – The Highwayman (3 weeks)</p>	<p>Poetry Classic Poetry</p>	<p>Poetry</p>

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				<p><i>To perform and write poems based on classic/narrative poems.</i></p> <p><i>To learn by heart and perform a significant poem.</i></p>	<p>Macavity the Mystery Cat by TS Eliot and Arthur Robins (1 week)</p> <p><i>To perform and write poems based on classic/narrative poems.</i></p> <p><i>To learn by heart and perform a significant poem.</i></p>	
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English Whole School Curriculum Map

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the Term	The Victorians	The Victorians	WW2	WW2	Pollution Solution	Pollution Solution
English Unit	<p>Fiction Graphic novel Stormbreaker (2 weeks) <i>To write stories/novels in the style of significant children's authors.</i></p> <p>Fantasy novel Skulduggery Pleasant by Derek Landy (3 weeks) <i>To use older literature to write in the style of an author.</i></p>	<p>Fiction Narrative Macbeth – William Shakespeare (2 weeks) <i>To use older literature to write in the style of an author.</i></p> <p>Narrative Street child by Berlie Doherty (1 week) <i>To write setting descriptions</i> <i>To write stories/novels in the style of significant children's authors.</i> CCL Victorians</p> <p>Narrative Escaping the workhouse</p>	<p>Fiction Fiction genre Setting descriptions The secret garden (1 week)</p> <p>Extended narrative Diary entry Setting description Persuasive argument Goodnight Mr Tom – CCL History (3 weeks including poetry) <i>To write persuasively.</i> <i>To write settings.</i> <i>To write diary entries.</i></p> <p>Fiction from our literary heritage/ Historical fiction Extending narrative Rose Blanche – CCL History (2 weeks) <i>To use older literature to write in</i></p>	<p>Fiction Short stories with flashbacks Alma from Literacy Shed (1 week) <i>To write a short story using flashback.</i></p> <p>Book week text (1 week)</p> <p>Narrative flashback – A Veteran never forgets (1 week) <i>To write a short story using flashback.</i> <i>To write recounts</i></p>	<p>Fiction Myths and legends Merlin and the knights at the round table (3 weeks) <i>To write stories that contain mythical legendary or historical characters or events.</i></p> <p>Narrative The mystery of Harris Burdock from Literacy Shed (1 week) <i>To write stories of mystery and suspense.</i></p>	<p>Fiction Kensuki's kingdom Michael Morpurgo (3 weeks) Flashbacks <i>To write a short story using flashback.</i></p>



English Whole School Curriculum Map

		<p>Street child by Berlie Doherty CCL History – Victorians (1 week) <i>To write recounts</i></p>	<p><i>the style of an author.</i></p>			
	<p>Non-fiction Biography /autobiography Boy by Roald Dahl (2 weeks) <i>To write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</i></p>	<p>Non-fiction Biography (1 week) CCL to History Queen Victoria <i>To write biographies</i></p> <p>Non chronological report The Victorians CCL to History (1 to 2 week) <i>To write non-chronological reports.</i> <i>To present information from a variety of sources (information text).</i></p>	<p>Non-fiction</p>	<p>Non-fiction Persuasion discussion texts (balanced arguments) Should Britain have fought in WWI? Linked to History – WWII (2 weeks) <i>To write persuasively.</i></p> <p>Newspaper articles Linked to a disappearance in school (2 weeks) <i>To write in a journalistic style.</i> <i>To present information from a variety of sources (information text).</i></p>	<p>Non-fiction Advertising Radio advert (1 week) <i>To write persuasively.</i> Seaworld and blackfish</p> <p>Persuasive letter (1 week) Seaworld and blackfish or Stop destroying our oceans Stop single use plastic <i>To write persuasively.</i> <i>To write formally</i> <i>To write letters</i> Linked with current affairs</p>	<p>Non-fiction How do bees make honey CCL Science (1 week) <i>To write explanations.</i> link to bee keeper visit</p>

English Whole School Curriculum Map



	Poetry	Poetry	Poetry Free verse Rescue 1940 CCL to WWII (1 week) <i>week</i> <i>2 part of Goodnight</i> <i>Mr Tom unit, Rescue</i> <i>1940</i> <i>To learn by heart</i> <i>and perform a</i> <i>significant poem.</i>	Poetry	Poetry	Poetry Classic poetry <i>The lady of Shallot</i> (2 weeks) <i>To perform and write</i> <i>poems based on</i> <i>classic/narrative</i> <i>poems.</i> <i>To learn by heart and</i> <i>perform a significant</i> <i>poem.</i> <i>To write a story</i>
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Other possible texts -Year 5 - The chocolate tree – Mayan folktale