English Curriculum Map

Year: 5 and 6   Class: Ward   Year: 2023-2024

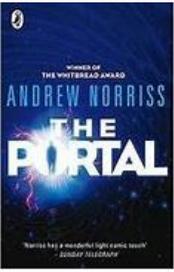|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Timescale	7 weeks	8 weeks	5 weeks	5 weeks 4 days	5 weeks 4 days	7 weeks
Topic	Legends of the British Isles Persuasion	Stories with Historical Settings Films and Play Scripts	Science Fiction Stories Poems with a Structure	Novel as a Theme Magazine: Information text hybrid	Stories from other Cultures Debate	Myths Poems with Figurative Language
Focus Texts (picture/bk/author)	Arthur, High King of Britain by Michael Morpurgo Junior Dragons' Den BBC Children in Need	Street Child by Berlie Doherty Oliver! (1968)	Dr Xargle's book of Earthlets by Jean Willis Limerick poems on the kidzone website	When the Sky Falls by Phil Earle Eco Kids Planet Magazine 	Bamba Beach by Pratima Mitchell A debate about the effects of Tourism on a town.	Zeus on the Loose! By John Dougherty Imagine by Pie Corbett on the Piece of Pie website
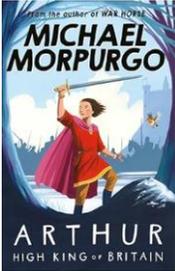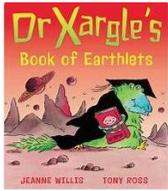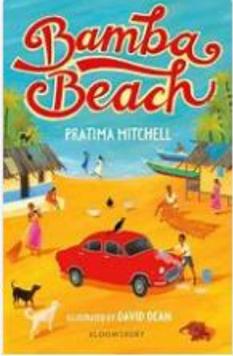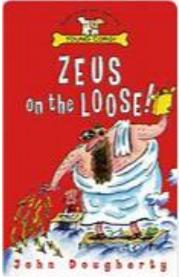
Link Texts	King Arthur and the Knights of the Round Table by Marcia Williams	Oliver Twist retold by Gill Tavner	The Portal by Andrew Norriss	While the Storm Rages by Phil Earle	Websites about tourism in Goa in India. (Linked to the text Bamba Beach)	The Orchard Book of Greek Myths by Geraldine Mccaughrean
	Teachers TV: KS2 Persuasive Writing	Tom's Midnight Garden by Philippa Pearce	Stanley in Space by Jeff Brown	The Flying Horse Part 1 -Storynory National Geographic Kids magazine		Greek Myths by Marcia Williams
		Barnardo's website	Limericks read aloud on the Children's Poetry Archive website			Performance by Duncan Jones on the Poetry Zone website
		Oliver Twist scene from the Film Education website				
Enrichment/visits/ Authors etc	Roald Dahl Day 13th September 2023	Non-fiction November 1-30th November 2023	National Storytelling week	World Book Day (whole school celebration) 7th March 2024	Earth Day April 2024	National Writing Day June 2024
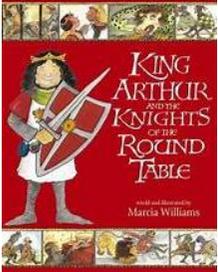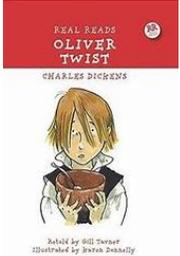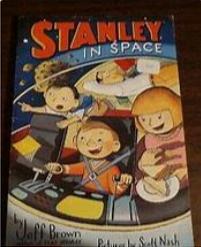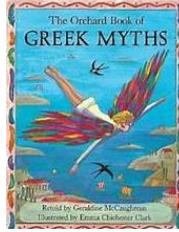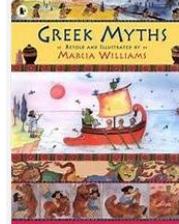
	Libraries Week October 2023 National Poetry Day 5th October 2023		Children's Mental Health Week 6-12th Feb	International Women's Day 8th March 2024		National Summer Reading Challenge in Libraries (throughout summer holidays
Unit 1 scaffolded outcome	**Purpose:** To plan and write a legend of their own based on a model blending action, dialogue and description, using complex sentences with 'ed' openers and commas to indicate parenthesis. **Audience:** Peers	**Purpose:** To write a new chapter or scene linked to the story with a historical setting using complex sentences with 'ing' openers and changing grammar, vocabulary and punctuation to enhance effects and clarify meaning. **Audience:** Copy for Ward class library.	**Purpose:** To write a science fiction story 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 blending action, dialogue and description including complex sentences with relative clauses. **Audience:** Peers	**Purpose:** To write a story set in Goa, India including 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	**Purpose:** To write an internal monologue in role as a character from Arthur, High King Of Britain using first person pronouns,	**Assessed write purpose:** To write a new chapter or scene linked to the story with a historical setting using complex sentences with	**Assessed write purpose:** To write a science fiction story to entertain an identified audience using adverbials of time, place and	**Assessed write purpose:** A new chapter based on the novel blending action, dialogue and description including complex	**Assessed write Purpose:** To write a story set in Goa, India including using the following suffixes -ate, -ise and -ify to convert nouns	**Assessed write purpose:** To plan and write a myth of their own based on a model using simile sentence starters e.g., galloping as

	expanded noun phrases and rhetorical questions. **Audience:** Performance to their talk partner.	'ing' openers and changing grammar, vocabulary and punctuation to enhance effects and clarify meaning. **Audience:** Year 5	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.	and adjectives into verbs and using 'ing' and 'ed' sentence openers. **Audience:** Peers.	fast as the wind and using devices to build cohesion within and between paragraphs. **Audience:** Peers
Unit 2 scaffolded outcome	**Purpose:** To produce a persuasive presentation about an area within the British Isles 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:** Year 5	**Purpose:** To write a play script for a new scene of a familiar film or book selecting the appropriate language and structures, identifying the audience and using brackets, dashes and commas to demarcate complex sentences. **Audience:** Peers	**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 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 write a persuasive speech and have a class debate using a range of persuasive language and devices to build cohesion e.g. firstly, as a consequence. **Audience:** Classmates (the debate)	**Purpose:** To write a poem based on a model selecting vocabulary and language effects for impact e.g. simile, metaphor and personification. **Audience:** Year 3

Unit 2 independent outcome	**Assessed write purpose:** To produce a persuasive presentation about an area within the British Isles 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:** Class webpage on the school website	**Assessed write purpose:** To write a play script for a new scene of a familiar film or book selecting the appropriate language and structures, identifying the audience and using brackets, dashes and commas to demarcate complex sentences. **Audience:** Year 6	**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 school magazine using complex sentences with relative pronouns e.g., who, which, where etc. **Audience:** Visitors to the school (to be displayed in the reception area at school).	**Assessed write purpose:** To plan and write a persuasive speech and have a class debate using a range of persuasive language and devices to build cohesion e.g., firstly, as a consequence. **Audience:** Year 4	**Assessed write purpose:** To write a poem based on a model selecting vocabulary and language effects for impact e.g., simile, metaphor and personification. **Audience:** Copy for Ward class library.