

English Curriculum Map

Year: 5

Class: Southworth

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
Genres	Legends of the British Isles Persuasion	Stories with historical settings Films and playscripts	Science fiction stories Poems with a structure	Novel as a theme Magazine and information text hybrid	Stories from other cultures Debate	Myths Poetry using figurative language
Focus Texts (picture/bk/author)	<p>Beowulf</p>  <p>By Michael Morpurgo</p> <p>Range of persuasion texts</p>	 <p>By CS Lewis</p>  <p>Jotun the Viking - The Literacy Shed</p>	 <p>Astronaut Chris Hadfield</p>  <p>Andrew Norris</p>  <p>Edward Lear</p>	<p>Brian Selznick</p>   <p>Norman Hunter</p>  <p>National Geographic</p>	 <p>Richard Platt</p>  <p>Eva Ibbotson</p>  <p>Lynne Cherry</p>	 <p>TERRY DEARY</p> <p>Terry Deary</p>  <p>Pie Corbett</p>

<p>Link Texts</p>	<p>Beast of Wawel Hill Bed Gelert BBC Schools – Beowulf King Arthur Beast of Bodmin Loch Ness Robin Hood Outlaw</p> <p>Junior Dragons' Den BBC Children in Need - Youtube Selection of persuasive letters, QVC selling broadcasts</p>	<p>Oliver! (1968). The Chronicles of Narnia: the Lion the Witch and the Wardrobe (2005). Alice in Wonderland (2010, 1951). Ratatouille (2007). Cloudy with a Chance of Meatballs (2009). Inkheart script extracts from the Scholastic website. Oliver Twist from the Film Education website. Jotun the Viking https://www.bing.com/videos/riverview/relatedvideo?q=youtube+jotun+viki&mid=F83348E475D15DB95F64F83348E4</p>	<p>Aquila by Andrew Norriss. Dr Xargle's book of Earthlets by Jean Willis and Tony Ross. Blast Off! by Tom Bradman. Crash Course by Tom Bradman. Bug Wars by Tom Bradman. Ice Breaker by Tom Bradman. Space Pirates and Other Sci-fi Stories by Tony Bradman. Stanley in Space by Jeff Brown. Haiku poems on the Word Wizard website Nonsense Limericks by Edward Lear Pam Ayres and Michael Rosen's limericks</p>	<p>The Incredible Adventures of Professor Branestawm The Invention of Hugo Cabret by Brian Selznick. Small Change for Stuart by Lissa Evans. Mortimer Keene: Attack of the Slime by Tim Healey. The Cleaning Machine – The Incredible Adventures of Professor Branestawm Eco Kids Planet Magazine National Geographic KiDS Magazine How It Works Magazine</p>	<p>The Great Kapok Tree; a Tale of the Amazon Rainforest by Lynne Cherry. Hymn to the Rainforest The Wings of the Butterfly; A Tale of the Amazon Rainforest The Tree of Life The Vanishing Rainforest by Richard Platt. The Shaman's Apprentice by Lynne Cherry and Mark Plotkin. The Deforestation Debate Threats to the Rainforest from Businesses and Farming</p>	<p>The Orchard Book of Greek Myths by Geraldine Mccaughrean. Greek Myths: Stories of Sun, Stone and Sea by Sally Pomme Clayton. Stories from Ancient Civilisations: Greece by Shahrukh Husain. Greek Myths by Marcia Williams. Novels The Fire Thief by Terry Deary Films Arachne Tales from Ancient Greece: a range of stories on the BBC School Radio website Greek myths: a range of stories on the Storynory Unit 2: Winter Morning by Sue Cowling (in</p>
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		75D15DB95F64&FORM=VIRE				Ramshackle Rainbow: Poems for Year 5 (Chosen by Pie Corbett)
Enrichment/visits/ Authors etc	Viking Visit Roald Dahl Day National Poetry Day Harry Potter Day	Pantomime trip	Become an astronaut for the day	Library trip	Amazon Day	Greek visitor
Unit 1 scaffolded outcome	Purpose: Legend based on a model using ed openers and dialogue (commas and speech)	Purpose: Incidental writes: Diary entry from character's point of view. (-ing starters and correct placement of commas) New chapter or scene linked to Jotun	Purpose: Children will be able to write a science fiction story which includes: adverbials for time and place, characters (presented through action, dialogue and description, effective setting descriptions).	Purpose: Create an innovation of original story using subject specific vocabulary. (relative clauses, consistent tense, blend action and dialogue)	Purpose: As a class, create and innovate a story based on texts already studied. (clear structure and balance – opening, build up, problem, resolution, ending. complex sentences with -ed and -ing sentence openers)	Purpose: Story based on myths and novel read. (complex sentences with simile starters, blend action, dialogue and description, use devices to build cohesion)
Unit 1 independent outcome	A legend based on UK tradition and tales Audience: To read to Y2	New chapter or scene linked to novel/story with historical setting – from ravens' perspective	Create a story based in a sci-fi setting, innovated from texts read. Audience: A science fiction story to entertain pupils in Year Four.	Innovated action scene from another character's perspective Audience: record to watch together	Create a story set in the rainforest Audience: Peers/display	Create a myth to amaze or intrigue audience Audience: Y6

		Audience: print off for parents to read				
Unit 2 scaffolded outcome	<p>Presentation persuading Ward class to visit the Alps (using modal verbs, drawing on research and developing ideas, selecting appropriate vocabulary and language effects).</p> <p>Incidental writes – postcard from location, factfile</p>	<p>As a class using shared ideas, write a play script for a new scene of a familiar film or book. (Commas for ambiguity, brackets and dashes.)</p> <p>Short writes - Internal monologues, diary entries, scene settings</p>	<p>Innovate and develop poetry concepts to create own poems with a structure. (Use similar writing models, assess the effectiveness of writing, make changes to vocabulary and to enhance effects)</p>	<p>As a class, write a blog based on texts. (Complex sentences with relative clauses using pronouns 'which', and 'whose', an appropriate mix of text types and features)</p> <p>Incidental writes - freeze framing/interviews/newspaper article</p>	<p>A persuasive speech (modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. devices to build cohesion, e.g. firstly, furthermore, as a consequence)</p>	<p>As a class, generate ideas and write a poem as a class, using figurative language (selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification)</p>
Unit 2 independent outcome	<p>Purpose: To produce a persuasive presentation about the Alps.</p> <p>A persuasive letter to have an afternoon break in school.</p> <p>Audience: Ward class</p>	<p>Purpose: Produce a play script based on a scene from stories read/films watched</p> <p>Audience: Year 6</p>	<p>Purpose: Create a new poem with imagery to perform, drawing on the structure of those studied.</p> <p>Audience: peers</p>	<p>Purpose: Children will be able to write and create a page for a class blog</p> <p>Audience: website</p>	<p>Purpose: to debate about deforestation – children will be able to organise their ideas to plan a persuasive speech.</p> <p>Audience: Peers</p>	<p>Purpose: Write and perform poems using figurative language. Presentation of a poem to an audience, using imagery and recorded for feedback.</p> <p>Audience: peers</p>

