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| **ENGLISH CURRICULUM MAP Y5/6 – YEAR B (2024-2025)**Written by Sophia Gardiner – July 2024 |
|  | **Autumn Term – We are Explorers** | **Spring Term 1 – We are Scientists** | **Spring Term 2 – We are Scientists** | **Summer Term 1 – We are Artists** | **Summer Term 2 – We are Artists** |
| **Narrative (Book Focus)**  | *Who Let the God’s Out – Maz Evans* *Extra Text/Film:**Percy Jackson and the Lightnigning Thief – Rick Riordan*  | *Darwin’s Dragons – Lindsay Galvin*  | *Bright Bursts of Colour – Matt Goodfellow (Poetry link)* |
| Final Written Outcome linked to the book | * Sensory setting descriptions
* 3rd person narrative
* Informative writing in the style of a news article
* Playscripts and Speech
* Design manual for how to operate a fictional mode of transport
* Author auto-biography of Maz Evans

Focus on techincal language, sentence structure and organisation  | * Rewriting a chapter from the book ‘Darwin’s Dragons’ with an alternative viewpoint
* Explanation text about survival on the island
* Day in the life diary of being on the ‘Beagle’

  | * Setting descriptions with emotive language
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| **Non-Fiction Text**  | *Spotlights: The Ancient Greeks* | *Evolution - Sarah Darwin and Eva-Maria Sadowski* | *The Happy News* |
| Final Written Outcome linked to the book  | * Non-chronological/ fact file report writing

Assemble information on each of the subject areas, categorising information, use comparative language to describe and differentiate* Persuasive writing piece based on ‘Why you should become an Olympian’

Focus on persuasive writing language, sentence structure and composition  | * Information text about Charles Darwin
* Instruction writing ‘How to build a human’
 | * Creating a balanced argument for/against a topic of choice based on The Happy News
* Newspaper report to summarise key events
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| Poetry | Remembrance day poetry  | Rhyming Poetry - Christmas poems  | Nature poems  | Whole book linked to poems. Analysis of poetry types.  |
| Final Outcome  | * Write independently and share at memorial
 | * Study features of rhyming poems and replicated using metaphors/

similes/personification  | * Use of similes, metaphors, idioms, alliteration, onomatopoeia, repetition and hyperbole to create a visualised poem anthology
 | * Create a ‘jouney of Primary School’ series of 7 poems, replicating styles of core book focus.
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| RWI Spellings | All pupils to have their own year group specific RWI spelling book. Daily wake-up work to target key areas.  |
| EGPS | * adverbs /adverbials
* conjunctives- coordinating and subordinating
* subordinate. relative and main clauses
* clauses and phrases, expanded noun phrases
 | * verbs, tenses and appropriate verb form and tense selection (simple, modals, progressives, perfect active and passive)
* inverted commas
* direct and reported speech
* colon, semi colon
* commas for clauses
 | * determiners
* pronouns
* prepositions
* nouns – common, proper, abstract and collective
* precise tense forms (subjunctive)
 | * parenthesis (brackets, relative clauses and dashes)
* apostrophes – possession and contraction
* hyphens
* ellipsis

Revision of all covered so far in quick repetition and spotlighting to reinforce learning and refine writing techniques | * Revise and consolidate, use and apply
* Create an individual and visual encyclopaedic reference to EGP
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