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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 | |
| **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 | |
| 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. | |
| 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 | |