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| **ENGLISH CURRICULUM MAP Y5/6 – YEAR A (2025/2026)** |
|  | **Autumn Term 1 – We are Explorers** | **Autumn Term 2 – 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)**  | War Horse – Michael MorpurgoFlood – Alvario F.Villa (Picture Book)Goodnight Mr Tom – Michelle Magorian (Film and Book) | Cosmic – Frank Cottrell-BoyceLimitless: The Autobiography – Tim Peake | Imagine a World – Rob Gonsalves | The Accidental Prime Minister – Tom McLaughlin (PSHE Link) |
| Final Written Outcome | * Writing the pages to go alongside the book ‘Flood’
* Writing a series of emotive, fitional diary entries (WW2)

Focus on techincal language, sentence structure and organisation  |  | * Playscripts -Chapter 8, Pg85 of Cosmic for stimulus/example
* Rewriting a chapter from the book ‘Cosmic’ with an alternative viewpoint – Science fiction link

  | * Setting descriptions with emotive language
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| **Non-Fiction**  |  | Non-chronological/ fact file report writingPersuasive writing  | Instruction writing  | Autobiographical writing  | Newspaper report | Discussion/balanced argument  |
| Final Written Outcome |  | * Non-chronological report linked to Natural Disasters

Assemble information on each of the subject areas, categorising information, use comparative language to describe and differentiate* Persuasive writing piece based on WW2 enlistment

Focus on persuasive writing language, sentence structure and composition  | * A series of intructions about how to use a certain piece of space equipment
 | * Write an autobiographical piece/comparrision text about Neil Armstrong and Tim Peake
 | * Key features of report writing used and applied to one of the images from our art book focus
 | * Creating a balanced argument for/against the closure of the North Rigton park by the government (link to book with Joe’s experiences)
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| Poetry | Remembrance day poetry  | A recipe for winter – Christmas poems  | Space poems | Calligrams/shape poems | Slam poetry – activism  |
| Final Outcome  | * Write independently and share at memorial
 | * Study features of recipe poems and replicated using metaphors/

similes/personification  | * Use of similes, metaphors, idioms, alliteration, onomatopoeia, repetition and hyperbole to create a visualised poem anthology
 | * Visual poetry based on imagery
 | * Creating poems surrounding key issues formulated from the text
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| Reading Focus | * Guided Reading (War Horse Audio Book)
 | * Whole class reading of Goodnight Mr Tom. PDF document
 | * Whole class reading of ‘Cosmic’
* Using Tim Peake’s autobiography for a point of reference
 | * Whole class reading of ‘Imagine a World’
 | * The Accidental Prime Minister

– Audio Book [https://www.youtube.com/@letslearn9286/videos](https://www.youtube.com/%40letslearn9286/videos)  |
| RWI Spellings | All pupils to have their own year group specific RWI spelling book. Daily 25mins of 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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